ESEA Flexibility Wyoming Request for Window 4



June 7, 2012

U.S. Department of Education

Washington, DC 20202

OMB Number: 1810-0581

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled ESEA Flexibility, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in "Window 3" (i.e., the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This ESEA Flexibility Request for Window 3 is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

<u>High-Quality Request</u>: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such case, an SEA's plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

- 1. <u>Key milestones and activities</u>: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.
- 2. <u>Detailed timeline</u>: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
- 3. <u>Party or parties responsible</u>: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
- 4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This ESEA Flexibility Request for Window 3 indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

- 5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.
- 6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (e.g., State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to <u>all</u> of the provided resources, including the document titled ESEA Flexibility, which includes the principles, definitions, and timelines; the document titled ESEA Flexibility Review Guidance for Window 3, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled ESEA Flexibility Frequently Asked Questions, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled ESEA Flexibility: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: http://www.ed.gov/esea/flexibility.

<u>Electronic Submission</u>: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address: ESEAflexibility@ed.gov.

<u>Paper Submission</u>: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director Student Achievement and School Accountability Programs U.S. Department of Education 400 Maryland Avenue, SW, Room 3W320 Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

The submission due date for Window 3 is September 6, 2012.

TECHNICAL ASSISTANCE FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: http://www.ed.gov/esea/flexibility for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at <u>ESEAflexibility@ed.gov</u>.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

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	standards to the Department for peer review (if applicable)	
8	A copy of the average statewide proficiency based on assessments	N/A
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Cover Sheet for ESEA Flexibility Request

Legal Name of Requester:	Requester's Mailing Address:
Wyoming Department of Education	2300 Capitol Avenue, 2 nd floor Hathaway
	Building
	Cheyenne, WY 82002

State Contact for the ESEA Flexibility Request

Name: Dr. David J. Holbrook

Position and Office: Federal Programs Division Director

Contact's Mailing Address: 2300 Capitol Avenue, 2nd floor Hathaway Building Cheyenne, WY 82002

Telephone: (307) 777-6260

Fax: (307) 777-6234

Email address: David.Holbrook@wyo.gov

Chief State School Officer (Printed Name):	Telephone:
Dr. Jim Rose	(307) 777-7675
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Signature of the Chief State School Officer:	Date:
	April 15, 2013
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The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.

Waivers

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled ESEA Flexibility Frequently Asked Questions enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled ESEA Flexibility, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled ESEA Flexibility.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled ESEA Flexibility.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- ≥ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs

to support continuous improvement in Title I schools.

∑ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

Assurances

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- Moreover Market Market
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4) 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request. 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2). 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3). 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request. 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that: 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

Consultation

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

The decision for Wyoming to apply for ESEA Flexibility during Window 4 was made on February 26th, 2013, only two days prior to the deadline for submission. We immediately crafted an email with relevant information that was sent to LEA superintendents, Title I Directors, Title II Directors, Title III Directors, the Title I Committee of Practitioners, Special Education Directors and our State – Tribal Education Partnership called the Wyoming Tribal Children's Triad. This notification was sent out on February 26th. A press release was also crafted and these documents have been posted to the Wyoming Department of Education (WDE) web site (See attachment 3). Wyoming's submission is based largely on legislation that has been passed into law over the past three years. While the decision to request ESEA Flexibility was officially made on February 26, 2013, the legislation upon which this submission is based has been an ongoing effort within Wyoming over the past three years. Significant input was received in the crafting and development of the legislation from not only teachers and their representatives, but from a multitude of other stakeholders and community members through regional meetings, testimony to the Wyoming State Board of Education, the Advisory Committee to the Select Committee on Education Accountability (which includes teachers), and to the Select Committee itself. The Wyoming legislature also hired education consultants to help inform the development of this legislation. Wyoming plans to continue to receive input on its ESEA Flexibility submission and has amended its original submission to incorporate comments and input from stakeholders. With the extension that was granted, allowing Wyoming to submit its application on April 15th, further efforts were made to meaningfully engage and solicit input on our request from teachers and their representatives, as well as other stakeholders. Wyoming initially did not choose to apply for optional waiver #12, but based on feedback from educators, and through phone calls and discussions, as well as a clarifying call with USED to help WDE understand this waiver, Wyoming changed its submission to include seeking optional waiver #12.

A memorandum to LEA superintendents and others was distributed on March 13, 2013 announcing the extension of the deadline for waiver submissions and requesting further comments. This memorandum was forwarded to the constituents above (Title I Directors, Title II Directors, Title III Directors, the Title I Committee of Practitioners, Special Education Directors and our State – Tribal Education Partnership called the Wyoming Tribal Children's Triad).

This ESEA Flexibility Waiver application will be posted for comment to the WDE web site on or before April 15, 2013. All stakeholders, including teachers will be notified that this is

available for comment and feedback may be incorporated into future updates of this application.

Outreach activities and communications to school districts and local communities is a requirement of Enrolled Act 116 (Attachment 13, pages 15-16) of the 2013 Wyoming Legislative Session. Outreach activities and communications will continue after this submission as required by this state law. Aspects of the Wyoming Accountability in Education Act's accountability system will be developed during the 2013-2014 school year with the help of a Professional Judgment Panel that is made up of groups prescribed by statute that include teachers (Wyoming 2012 Session Laws, Chapter 101, page 343). These groups are:

- (A) Three (3) members of the state board;
- (B) Three (3) public school teachers, one (1) from an elementary school, one (1) from a middle or junior high school and one (1) from a high school;
- (C) Three (3) public school principals, one (1) from an elementary school, one (1) from a middle or junior high school and one (1) from a high school;
- (D) Three (3) school district superintendents, one (1) representing a small district, one (1) a medium district and one (1) a large district;
- (E) Three (3) members of the business community and the community at-large;
- (F) Three (3) parents of children attending Wyoming public schools;
- (G) Three (3) members of school district central offi ce administration;
- (H) Three (3) members of Wyoming school district boards of trustees;
- (J) Three (3) representatives of Wyoming post secondary education institutions
- 2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Given the timeframe for Wyoming's initial ESEA Flexibility submission, the SEA at that time, was not able to meaningfully engage and solicit input on its request from the diverse communities described above. With the extension to April 15th, efforts were made to engage these stakeholders. A press release and a Memorandum to District Superintendents (WDE vehicle of communication with districts) were issued February 28th and again on March 13th announcing WDE's intention to apply for these waivers and requesting public comment. Interviews with local newspapers were granted to discuss the ESEA Flexibility submission and to request feedback.

Based on initial feedback from the February 26th request for feedback, WDE was asked not to apply for the optional wavier (#11) related to Twenty-First Century Community Learning Centers (21st CCLC) program. Wyoming has chosen not to apply for that waiver based on this feedback.

Meetings were held with various stakeholders concerning specific aspects of Wyoming's ESEA Flexibility submission. Wyoming initially intended to craft new AMOs with the goal of having 100% proficiency for all students by 2020. This is option B in section 2.B of this

document. Upon consultation with Title I Directors, Title III Directors and the Title I Committee of Practitioners, WDE was asked to consider using option A, cut in half the number of students below proficiency in six (6) years using 2011-2012 assessment data as the baseline. Based on this input, WDE changed it submission and has included new AMOs based on option A.

During the time that Wyoming was preparing it ESEA Flexibility submission, WDE staff working on drafting the submission met three times with the Title I Committee of Practitioners. The first meeting was on March 25, 2013. This was a regularly scheduled meeting, but the opportunity was taken to discuss the Flexibility waiver, the need for input at a later time, and the potential to schedule other meetings when necessary. After Wyoming's ESEA Flexibility submission was further fleshed out, two other meetings of the Title I Committee of Practitioners were held specifically to review aspects of the ESEA Flexibility Waiver. In addition, as sections of this document were drafted, they were emailed to the Title I Committee of Practitioners and others (including one member of the Advisory Committee to the Select Committee on Educational Accountability and the principal of one of our most recent Blue Ribbon Schools). These documents were reviewed and feedback to WDE was provided.

On April 4th, the Interim Director of the Wyoming Department of Education met with the University of Wyoming School / University Partnership. Part of the discussions was a review and feedback of the WDE ESEA Flexibility application. This group included five (5) district superintendents.

Also on April 4th, the Federal Programs Division Director (person responsible for coordination of this submission) met with the federal programs manager for the largest school district in the state and reviewed the entire ESEA Flexibility submission that was available at the time. Feedback from this program manager was very positive.

On April 12, 2013, a presentation was made to review with stakeholders the details of Wyoming's ESEA Flexibility Waiver application (see attachment 3 for power point). The presentation was given twice that day, once at 10:00 am and once at 1:00 pm. Invitations for these presentations were sent to LEA superintendents, Title I Directors, Title II Directors, Title III Directors, the Title I Committee of Practitioners, Special Education Directors and our State – Tribal Education Partnership called the Wyoming Tribal Children's Triad. In addition, an invitation to the other diverse communities described under point 2 was made via a press release, was included as a news article in local newspapers, and was posted to the WDE web site. The presentation was made using a medium where anyone with a computer would be able to participate and provide feedback (Blackboard Collaborate). The power point from that presentation was posted to the WDE web site on April 12th. The presentation was recorded and made available on the WDE web site as well as through a Memorandum to District Superintendents and a press release.

This ESEA Flexibility Waiver Application will be posted on WDE's website on April 15th or sooner for continued feedback after submission.

A meeting is scheduled to discuss Wyoming's ESEA Flexibility Application with the Joint Tribal Business Council of the Eastern Shoshone and Northern Arapaho for April 17th and with the Wyoming Tribal Children's Triad on April 18th. As feedback is received, this submission may be amended based on that feedback before final approval.

Evaluation

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

Overview of SEA's Request for the ESEA Flexibility

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

- explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
- 2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement

Outside of any pressures associated with seeking ESEA Flexibility waivers, the Wyoming Legislature has, for the past three years, been working on legislation that is in line with federal policy priorities. This legislation enacts a statewide accountability system that includes teacher and principal evaluations and addresses the principles outlined in the ESEA Flexibility. Specifically, Wyoming has adopted the Common Core State Standards (CCSS) in language arts and mathematics. The CCSS was adopted and signed into law by Governor Matt Mead on July 11, 2012. This endorsement of the CCSS includes the endorsement of assessments connected to college readiness and assessments aligned to the CCSS. Wyoming is an advisory member of the Smarter-Balanced Assessment Consortium. This legislation also includes a system of differentiated recognition, accountability and support along with reporting of disaggregated data, an examination of achievement gaps and a commitment to quality instruction bolstered by an educator evaluation system informed by student achievement. The Wyoming Department of Education has for several years, included processes for a cyclical evaluation to reduce the burden of reporting for its LEAs.

These waivers will allow Wyoming to further reduce the burden to schools districts by allowing them to use the same data and same reporting to meet both state and federal requirements in many cases. In addition, having a system that is based on the educational environment that is specific to Wyoming will greatly improve WDE's and the districts' ability to increase the quality of instruction

for students and help to provide an environment that is conducive to improving student achievement. In addition, using an accountability system that identifies high and low performing schools based on a more balanced measure of school performance, which uses a subgroup analysis that is more appropriate for Wyoming's small / rural school environment, will result in resources and interventions being focus where they are most needed in Wyoming.

Principle 1: College- and Career-Ready Expectations for All Students

1.A Adopt College- and Career-Ready Standards

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- The State has adopted college- and careerready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
 - i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B Transition to College- and Career-Ready Standards

Provide the SEA's plan to transition to and implement no later than the 2013-2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled ESEA Flexibility Review Guidance for Window 3, or to explain why one or more of those activities is not necessary to its plan.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachments, Links)	Resources (e.g. staff time, additional funding)	Significant Obstacles
Crosswalk to assess gaps between 2008 Wyoming Content & Performance Standards for math and ELA and CCSS for math and ELA	2010 and 2012 (2012 is a condensed version of what was done in 2010 in order to make shifts between 2008 standards and CCSS more accessible and understandable for the general public).	McREL; Wyoming Department of Education	Link to 2010 Crosswalks: http://edu.wyo ming.gov/Prog rams/standards /standards revi ew.aspx (see Common Core Standards Crosswalk box and McREL GAP Analysis box on this page) See documents: Language Arts Standards Crosswalk and Math Standards Crosswalk in Attachment 4	N/A (already completed)	N/A (already completed)
Common Core State Standards adopted for math and language arts	July 11, 2012	Wyoming Department of Education, Wyoming State Board of Education	Link to Chapter 31 Rules (Section 8): http://soswy.sta te.wy.us/Rules/ RULES/8666.p df Link to math	N/A (already completed)	N/A (already completed)

			standards: http://edu.wyo ming.gov/sf- docs/standards/ final-2012- math- standards.pdf?s fvrsn=2 Link to language arts standards: http://edu.wyo ming.gov/sf- docs/standards/		
			final-2012-ela- standards.pdf?s		
			$\frac{\text{standards.pdr.s}}{\text{fvrsn=2}}$		
Develop professional development plan for school districts focused on implementation of CCSS related to content shifts and assessment	Development began in the fall of 2012 and continues to be developed and refined to meet the needs of the school districts. WDE personnel meet monthly and will begin to meet bimonthly throughout the summer to develop a comprehensive PD plan for CCSS implementation	Wyoming Department of Education: Assessment Division, Standards Division, Special Programs Division, and EL Team	See: WDE PD Opportunities for CCSS. Following this plan. This is the beginning of a comprehensive PD plan the WDE is putting together.	Two members from the Assessment Division (representing state assessment and alternate assessment); two members from the Special Programs Division (representing special education); two members from the Standards Division (representing the content areas of math and language arts); one member from the EL Team (representing English Language Learners)	Finding common time to meet and plan can be a challenge since all of the players have multiple responsibilities and commitment s.
Present CCSS	January 29/30,	Wyoming	See attachment	The specific	Wyoming is
implementation plan/practices to	2013; April 11, 2013; April 12,	Department of Education:	4 documents: Assessing	aforementioned staff from WDE	a rural state with many
local school	2013; April 12, 2013; July	Assessment	CCSS	have and will	miles
districts (focus	30/31, 2013;	Division,	Language Arts,	continue to	between
on standards and	Fall School	Standards	Assessing	provide regional	communities

the state	Improvement	Division,	CCSS	trainings for local	, and bad
assessment)	Conference;	Special	Mathematics,	school districts	weather can
	ongoing	Programs	and Assessment	targeting	impact the
		Division, and	Blueprint for	different	ability of
		EL Team	CCSS; see also	educator groups	participants
			attached	such as	to travel to
			Director's	curriculum	these
			Memo – PD for	directors,	regional
			CCSS_031813	principals, EL	trainings.
				instructors,	However,
				regular education	Wyoming
				teachers, and	has
				special education	technology
				teachers.	that can
				Expenses include	allow
				materials and	participants
				travel costs for	to attend
				these WDE staff.	these
					trainings
					from a
					distance.
					This process
					will be
					unfamiliar to
					many if not
					all of the
		Wyoming		Staff from the	participating
		Department of		WDE will	teachers and
Development of		Education,		organize and	even some
extended	June 11-14,	Standards,	See attachment	facilitate the	of the WDE
standards for	2013 for 2013-	Assessment,	4: Director's	development of	staff. There
students with	2014 school	and Special	тето –	the extended	may be a
severe cognitive	year and beyond	Programs	Extended	CCSS. Expenses	steep
disabilities	year and beyond	Divisions;	CCSS_032513	include materials	learning
disabilities		Wyoming		and travel costs	curve and a
		teachers		for the WDE	week may
		teachers		staff.	not be
					sufficient
					time to
					complete
					this project.
			Visit the	Two members	
Additional			following	from the	Finding common
outreach and	Davalonment		links:		time to meet
resources	Development	WDE	IIIIKS.	Assessment Division	
surrounding	began in the fall of 2012 and	WDE Standards	http://oder.vvv-		and plan can
CCSS have been		Standards,	http://edu.wyo	(representing	be a
and will	continues to be	Assessment,	ming.gov/Prog	state assessment	challenge
continue to be	developed and	and Special	rams/standards	and alternate	since all of
developed for	refined to meet	Programs	/common-core-	assessment); two	the players
school districts,	the needs of the	Divisions	state-	members from	have
parents, and	school districts.		standards.aspx	the Special	multiple
general public.				Programs	responsibiliti
Sometim paone.			http://edu.wyo	Division	es and

_					
			ming.gov/Prog rams/standards /standards revi ew.aspx http://edu.wyo ming.gov/Prog rams/statewide assessment_s ystem/paws.as px (see "Assessment Related Links" box)	(representing special education); two members from the Standards Division (representing the content areas of math and language arts); one member from the EL Team (representing English Language Learners)	commitment s.
Revisions to state assessments in math and ELA to ensure alignment to CCSS	Alignment began in spring 2012 for the 2013 assessment. Revisions currently being done to further align state assessment for 2014 and will continue for 2015 school year (fully operational).	WDE: Assessment and Standards Divisions, including math and language arts content specialists.	See attachment 4 document: PAWS Design Changes	The Assessment and Standards Divisions work together with educators in the state and testing vendor (ETS) to develop and review items for the state assessment. Costs associated with aligning the state assessment to CCSS include the contract with ETS plus stipends for educators and travel for WDE personnel employees.	This work began over a year ago and is going smoothly so far. However, as the assessment continues to shift more and more to CCSS, teachers may have a hard time with the adjustment initially, especially as scores may tend to drop as new baselines are established.

WDE Professional Development Opportunities for the Common Core State Standards

<u>TITLE</u>	DESCRIPTION	AUDIENCE	DATES*
PHASE 1: Teaching & Assessing the Common Core State Standards (CCSS)	This workshop is intended to help teachers tie the CCSS to the state assessment.	<u>Curriculum</u> <u>Directors,</u> <u>Teachers</u>	 April 11 – WCDA meeting (informational only) April 12 (two sessions) – Teacher workshop in Casper Fall 2013 – School

			Improvement Conference
PHASE 2: Common Core Shifts	This workshop addresses the content shifts between the 2008 ELA and math standards and the 2012 CCSS.	Curriculum Directors, Teachers	 July 30/31 – STAR Camp Fall 2013 – School Improvement Conference
<u>Data Interpretive</u> <u>Workshops</u>	This workshop is intended to help educators use data from the state assessment to guide instruction.	Principals, Teachers, School Improvement Teams, PLCs	 Fall 2013 – School Improvement Conference Every fall

^{*}The Standards and Assessment teams will develop a full implementation plan over the summer to launch during the 2013-2014 school year.

Assessing the Gap

A crosswalk between the 2008 Wyoming Content & Performance Standards in math and language arts and the newly adopted CCSS in math and language arts was done in 2010 and again in 2012. The following link shows the crosswalk work done in 2010:

http://edu.wyoming.gov/Programs/standards/standards_review.aspx (see Common Core Standards Crosswalk box and McREL GAP Analysis box on this page)

The attached documents entitled "Language Arts Standards Crosswalk" and "Math Standards Crosswalk" show a condensed version of the crosswalk done in 2012 between the 2008 Wyoming Content & Performance Standards in math and language arts and the CCSS.

Both the 2010 and 2012 crosswalks will be used to develop professional development identifying shifts between the 2008 Wyoming Content & Performance Standards and the CCSS in language arts and math. The Standards Division at the Wyoming Department of Education will present *Common Core Shifts for Math and Language Arts* for the first time in July 2013 (7/30 and 7/31).

Progress toward Professional Development & Outreach

The Standards and Assessment divisions are collaborating to provide outreach opportunities about

the CCSS to educators and administrators throughout Wyoming. In January 2013, school districts were invited to two presentations: *Teaching & Assessing the CCSS in ELA and Math* (presentation documents attached: "Assessing CCSS Language Arts", "Assessing CCSS Mathematics", and "Assessment Blueprints for CCSS"). On April 12, 2013, this presentation will be shared in two different sessions (one morning and one afternoon session) in order to provide this outreach to a greater number of participants (there are currently 95 registered to attend as of 4/9/13 (see attached notification memo: "Director's Memo - PD for CCSS_031813"). The purpose of this particular presentation is to help teachers tie the CCSS to the state assessment. This presentation will also be offered during the fall School Improvement Conference sponsored by AdvancED, our regional accrediting agency.

Additionally, a professional development opportunity entitled *Common Core Shifts for Math and Language Arts* is currently being developed by the Standards Division (90% complete as of 4/9/13) and will be presented during the Wyoming Department of Education's Summer Technical Assistance Retreat (STAR) in July 2013 and again during the aforementioned fall School Improvement Conference. The purpose of this workshop is to address the content shifts between the 2008 ELA and math standards and the 2012 CCSS.

Data Interpretive Workshops will also be provided by the Assessment division to help educators use data from the state assessment to guide instruction related to the CCSS. The first session will be offered during the fall School Improvement Conference and every fall thereafter when teachers have their assessment data.

On April 11, 2013, the Standards and Assessment divisions will present information related to the CCSS and assessment to the Wyoming Curriculum Directors Association, which is comprised of superintendents, assistant superintendents, and/or principals. This particular presentation will be an opportunity for the Wyoming Department of Education to receive input from district administrators regarding their perceived professional development needs related to the CCSS and the state assessment. This feedback will be used to further design professional development opportunities for district administrators, including principals.

Addressing the Needs of ALL Students

The Standards and Assessment divisions are also working with the Special Programs division and the English Learners team to develop additional outreach opportunities geared toward increasing awareness and ensuring access to the CCSS for students with disabilities and EL students. Although these are in the process of being developed, special education and EL teachers are invited and encouraged to attend the existing outreach opportunities related to CCSS. In the meantime, these divisions will work together over the summer 2013 to develop a comprehensive CCSS implementation plan to launch during the 2013-2014 school year.

Wyoming is part of the World-Class Instructional Design & Assessment (WIDA) consortium. As such, the state English Language Development (ELD) standards do correspond with the CCSS. The WIDA 2012 Amplification of the English Language Development Standards K-12 contain an explicit connection to state content standards. These connections include the CCSS. Wyoming's ELD standards allow English learners to access the CCSS along with general education students. The ELD standards address academic language, cognitive function, and language functions.

Wyoming is a recipient of the State Personnel Development Grant (SPDG) which is used to provide professional development geared to special education. Implementation coaches will assess the needs of students with disabilities in Wyoming based on district- and school-level data. It is anticipated that the needs assessment may identify achievement gaps between students with disabilities and general education students with regard to the CCSS. In this event, professional development opportunities will be designed to address this gap and support students with disabilities in accessing the CCSS along with general education students.

Currently, the Standards division meets with the Special Programs and EL team at least once a month to develop professional development that specifically addresses students with disabilities, EL students, other at-risk students designed to help all educators (general education, special education, and EL teachers) to support these students in accessing the CCSS within the same timeframe as general education students. Throughout this spring and summer, these divisions/teams will collaborate more often (approximately every two to three weeks) to develop professional development opportunities that can be delivered during the 2013-14 school year. The first anticipated session(s) will be presented at the fall School Improvement Conference.

It should be noted that as a local control state, Wyoming has no authority over curriculum. Those decisions reside at the district level. Therefore, any instructional materials developed for general education, special education, and EL teachers will be related to standards and assessment frameworks, strategies, and alignment. No curriculum will be developed or suggested for implementation. Previous sections have described collaboration efforts between divisions within our agency to develop professional development and outreach opportunities that will serve *all* students.

Access to Resources

In addition to professional development/workshop opportunities, the state's Standards website has a multitude of CCSS resources for educators, community members and parents. (Please see http://edu.wyoming.gov/Programs/standards/common-core-state-standards.aspx). The link previously shared also resources related to the CCSS:

http://edu.wyoming.gov/Programs/standards/standards_review.aspx). Both of these links are easily accessible to the public by visiting the Wyoming Department of Education homepage (edu.wyoming.gov) and selecting the Standards link from the horizontal menu at the top of the page.

As previously mentioned, the Standards link on our state's external website (edu.wyoming.gov) has a variety of resources related to the CCSS for educators and community members. The Standards division will continue to develop (or borrow best practices from other states) resources to share on the website. The state assessment link also contains blueprints for our state assessment which are in the first phase of alignment to the CCSS (visit

http://edu.wyoming.gov/Programs/statewide_assessment_system/paws.aspx and see the "Assessment Related Links" box for these blueprints).

Access to College-Level Courses

College-level courses are already offered in 25 out of 48 school districts in Wyoming via dual or

concurrent enrollment. Additionally, high schools throughout the state offer AP or IB programs of study. A recent state statute (W.S. 21-20-201) speaks to the partnership between secondary and post-secondary institutions in offering college-level courses to high school students (see attached document entitled "Statute Dual-Concurrent Enrollment").

Teacher/Leader Preparation

At this time, there is not a specific plan in place between the Wyoming Department of Education (WDE) and the state's IHEs related to teacher/principal preparation programs. However, the state university's (University of Wyoming – UW) college of education department is very aware of the state's adoption of the CCSS and is involved in other projects led by the WDE related to these standards. As such, it is assumed this awareness is leading to a shift in teacher/principal preparation programs at the university.

Aligning Wyoming's State Assessment to CCSS

Revisions to the state assessment to ensure alignment to the CCSS began with the 2013 administration of the test. Items aligned to standards common to both the 2008 Wyoming Content & Performance Standards and the CCSS were developed for this iteration of the exam. The 2014 and 2015 iterations will continue with a "detachment" from the 2008 standards and full alignment with the CCSS (see attached "PAWS Design Changes" document").

Aligning the state assessment to the CCSS will be quite a shift in rigor from the 2008 Wyoming Content & Performance Standards. This alignment will drive instruction focused on the CCSS for *all* Wyoming students. Each year, teachers are and will continue be invited to participate in item and data review for the state assessment in order to help them become more familiar with a more rigorous assessment.

A workshop for educators aimed at developing extended standards for our state alternate assessment aligned to the CCSS will take place from June 11-14, 2013 (see attached notification memo: "Director's Memo - Extended CCSS 032513").

Summary

The details shared in this document outlines a comprehensive collaboration and outreach plan from various divisions within the Wyoming Department of Education (WDE). This plan could be described in three basic phases:

- 1. <u>Awareness</u> began in 2010 when Wyoming first considered adopting the Common CCSS. A crosswalk between the 2008 Wyoming Content & Performance Standards and the CCSS was articulated and shared with school districts. After the State Board of Education voted to adopt the CCSS in April 2012, the WDE collected public comment related to the adoption of these standards. Once the CCSS were signed into law (7/11/2012), a press release and a memo to all district superintendents was disseminated throughout the state. Awareness about the CCSS and its impact on the state assessment is promoted through a weekly newsletter from the Assessment division.
- 2. <u>Capacity-Building</u> resources have and continue to be created to assist school districts with the shift to the CCSS (posted on the WDE website). Additionally, professional

development opportunities related to CCSS alignment to the state assessment, CCSS shifts from the 2008 standards, and assessment literacy (data interpretive workshops) have been or are currently being developed and delivered to school districts. These opportunities are developed and delivered in partnership with the Special Programs division and EL team at WDE to ensure *all* Wyoming students have access to the CCSS within the same timeframe. Professional development opportunities are and will continue to be offered regionally and locally throughout the state.

3. <u>Assessment</u> – The state assessment will be 100% aligned to the CCSS in 2014 with 100% operational CCSS items on the assessment beginning in 2015. Assessment blueprints are and will continue to be provided to educators to help them align their instructional practices to the CCSS which will now be assessed. Additionally, teachers are invited to participate in item, bias, and data review each year for the state assessment.

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.
 - i. Attach the State's
 Memorandum of
 Understanding (MOU)
 under that competition.
 (Attachment 6)

Option B

- The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.
- i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014-2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.

Option C

- The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.
- i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

For Option B, insert plan here

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Wyoming's differentiated recognition, accountability, and support system is described in two pieces of legislation. The two pieces of legislation are WS 21-2-204, the Wyoming Accountability in Education Act (WAEA - attachment 12); this can also be accessed through the education link at http://legisweb.state.wy.us/statutes/dlstatutes.htm; and Enrolled Act 116 (EA116, pages 1-4) from the 2013 legislative session (attachment 13). This system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for all students by including, as part of its system, reporting performance of schools and students, measures of growth for students, a progressive multi-tiered system of support, intervention and consequences to assist schools, mandatory school improvement plans for all but the highest performing schools (those highest performing schools are required to document and disseminate effective practices to other schools in the state) as well as representatives appointed by the Wyoming Department of Education (WDE) and school districts to serve as liaisons between school district leadership and WDE. The duties of these liaisons include the review and approval of school improvement plans, the identification of resources for school improvement, ensuring the appropriate implementation of interventions to ensure improved school performance, and the provision of technical assistance in the development and implementation of these school improvement plans.

The timeline for the implementation is as follows. During the 2013-2014 school year the WAEA system will be piloted with full implementation and identification of schools in 2014-2015. A transitional system that takes advantage of the current structures that are in place will be used during the 2013-2014 school year while the system outlined in legislation is being piloted.

Wyoming Transitional System for the 2013-2014 School Year

Wyoming's Accountability in Education Act (WAEA), WS § 21-2-204, includes a system to identify schools in four categories based on performance and growth. Those WAEA categories are based on the expectations of high performing and high progress schools as set through a methodology described later in this document. WS § 21-2-204(b)(vi) requires that the WAEA system "recognize student achievement and minimize achievement gaps." In addition, WS § 21-2-204(h) and WS § 21-2-204(h)(ii) requires that the "statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports" and "in a manner to maintain student confidentiality" data should "be disaggregated as appropriate by content level,

target level, grade level and appropriate subgroups of students" and "reported subgroups of students shall include at minimum, economically disadvantaged students, English language learners, identified racial and ethnic groups and students with disabilities." The categories of schools designated under WAEA are Exceeds Expectations, Meets Expectations, Partially Meets Expectations, and Does Not Meet Expectations. The analysis of data that is prescribed in WAEA will be used to identify schools in these categories and is being developed during the 2013-2014 school year. In order to meet the conditions to receive the ESEA Flexibility Waivers Wyoming has requested, Wyoming will be implementing a transitional system to identify schools for ESEA Flexibility purposes based on the definitions of Reward, Focus and Priority schools from the ESEA Flexibility guidance. This system will be used during the 2013-2014 school year to identify Reward, Focus, and Priority schools and will be based on the data that is outlined to make WAEA category schools determinations. This system includes resetting AMOs to cut in half the percent of students below proficient in six years, the creation of a recognition program for high performing and high progress schools called Wyoming's Title I Schools of Excellence program (described in section 2.C), and a continuation of the supports for schools and districts through WDE's current State System of Support (SSOS) while Wyoming transfers to the system outlined in WAEA.

The implementation of this transitional system will help inform the development of the Wyoming system to identify schools in the categories of Exceeds Expectations, Meets Expectations, Partially Meets Expectations, and Does Not Meet Expectations and provide support for those schools that most need it.. It is anticipated that Priority schools and Focus schools, as defined per the ESEA Flexibility guidance, will fall into the categories of Partially Meets Expectations and Does Not Meet Expectations and that Reward schools will fall in the categories of Exceeds Expectations and potentially high ranking Meets Expectations.

The goal of Wyoming's differentiated recognition, accountability, and support system is to provide meaningful information about school performance that guides initiatives to effectively improve student achievement and graduation rates, promote capacity for sustained progress over time, identify the resources needed to help improve student, teacher, and school performance / achievement, close achievement gaps for all schools across the state, and target interventions at those schools with greatest need.

In its proposed plan, the Wyoming Department of Education (WDE) is requesting changes to the current Elementary and Secondary Education Act (ESEA) consequence and reward structure that will be implemented during the 2013-2014 year and used to transition to the WAEA system that will be used in the 2014-2015 school year and beyond. Wyoming will identify Priority, Focus, and Reward schools during the transitional year using the following definitions and methodology. As part of this waiver request, Wyoming is only required to identify detailed subgroup information for Title I schools, but the same detailed information will be provided to all schools in the state and be used to inform school improvement plans and processes.

Beginning in 2013-2014, WDE will identify and provide support through its SSOS to two categories of Title I schools to address the need to raise student achievement, close achievement gaps, increate graduation rates and promote continual progress toward full proficiency for all of the students and all subgroups in Wyoming. Wyoming will use state content assessment data over a number of years using data from the 2011-2012 school year as the baseline to create the list of Reward, Focus and Priority schools for this ESEA Flexibility Waiver request, but will include state content assessment

data from the 2012-2013 school year to recalculate Reward, Focus and Priority schools for use during the 2013-2014 school year. The list of schools identified using the 2011-2012 baseline data and previous year's data as Reward, Focus and Priority schools by WDE will remain on the list. Due to the updating of this list using the most recent data available, the actual list of schools may increase with the addition of other schools newly identified using 2013-2014 data. Districts that have schools that are near the cut for determining Focus and Priority schools will be notified that they need to be prepared to potentially have these schools included in these categories if the 2013-2014 data merits this designation. These schools will implement the interventions required of all schools in those categories.

Schools identified for support will fall into two categories following the ESEA Flexibility guidance definitions, Priority Schools and Focus Schools.

Priority Schools: A Priority School is:

Definition:

- A school among the lowest five percent of Title I schools in the state based on the achievement of the "all students" group in terms of proficiency on statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group;
- A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or
- A Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model.

According to ESEA Flexibility guidance, a state receiving flexibility is required to identify at least the equivalent of five (5) percent of its Title I schools as Priority schools. Wyoming currently has 174 Title I participating schools. With the requirement to identify at least five percent of Title I participating schools as Priority schools. This means that Wyoming will have at least nine (9) Priority schools in the 2013-2014 school year, but may have more if necessary. Given the three categories in which a school may be identified as a Priority school, Wyoming will first identify as Priority schools, Tier I and Tier II schools that will continue to implement a Title I 1003(g) SIG school intervention model in the 2013-2014 school year. There are currently two (2) schools in Wyoming that meet this criterion. So, for the 2013-2014 school year list of Priority schools, at least seven (7) more schools need to come from one of the other two categories. Next, Wyoming will look at the Title I funded and eligible high schools with a graduation rate below 60 percent over three years (using graduation rates data from 2009-2010, 2010-2011, and 2011-2012). Any Tier I or Tier II SIG schools in Wyoming's Cohort 1, with SIG grants ending prior to the 2013-2014 school year, that are identified as potentially qualifying as Priority schools because of graduation rates, will automatically be included as Focus schools. Wyoming identified six (6) of these schools to include in the 2013-2014 list of Priority schools. In order to reach the required equivalent of five (5) percent of Title I schools, Wyoming identified one (1) school as a Priority schools from among the lowest performing five (5) percent of Title I schools. This brought the number of identified Priority schools up to the required amount, nine (9), for the 2013-2014 school year based on 2011-2012 data. In Table 1. below, a description of each category of Priority schools is provided below the thick line. In creating the list of Priority schools, WDE went down this list from top to bottom until it reached the total number of schools needing to be identified.

A more detailed description of the methodology used to identify Priority schools is described later in this document, under section 2.D.

Table 1. Priority School Category Identification

Category of Priority Schools	Number of Schools
Total number of Title I schools	174
Total number of Priority schools required to be identified	9
Total number of Priority schools based on category of being among the lowest 5% achievement of the "all students" group for Title I schools that are currently Tier I or Tier II SIG schools	2
Total number of Priority schools based on being a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years	6
Total number of Priority schools from the list generated based on the category of being among the lowest 5% achievement of the "all students" group for Title I schools	1

In order to ensure that the appropriate number of schools receive specified services and supports to ensure improved student achievement and school improvement, Priority status will supersede Focus status. In the instance that a school would fall into both categories, Priority schools will be calculated first and those schools will not be eligible for Focus status; however, the issues regarding achievement gaps for Priority schools will subsequently be addressed in the school's school improvement plan.

Focus Schools: A Focus School is:

Definition:

- A Title I school that has the largest gaps in achievement between subgroup or subgroups and the state average of the "all students" subgroup or, at the high school level, has the largest gaps in graduation rates between subgroup or subgroups and the state average of the "all students" group over a number of years;
- A Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school.

According to ESEA Flexibility guidance, a state receiving flexibility is required to identify at least the equivalent of ten (10) percent of its Title I schools as Focus schools. This means that Wyoming needed to identify at least 18 schools as Focus schools. As mentioned earlier, Wyoming automatically includes Tier I and Tier II SIG schools that are part of Wyoming's Cohort 1, with SIG grants ending prior to the 2013-2014 school year, that are identified as potentially qualifying as Priority schools because of graduation rates, in its list of Focus schools. Two schools were identified as Focus Schools for this reason. Wyoming looked at the Title I funded schools that have a graduation rate below 60 percent over the past three years (using graduation rate over the past three years that is less than 60 percent, which were not identified as Priority schools, would have been included as Focus schools. Only the Cohort 1 SIG schools fit this category. Since there

were fewer than 10 percent, or 18 schools identified as Focus schools for the 2013-2014 school year based on low graduation rates, Wyoming identified as Focus schools, those schools with the largest gaps in achievement between subgroup or subgroups and the state average of the "all students" subgroup over the previous two years. Wyoming identified the remaining 16 Focus schools based on this criteria, eight (8) schools with achievement gaps for the all students subgroup and eight (8) schools with achievement gaps for other subgroups. If, after both these groups of schools had been examined, there were still more schools needed to reach the minimum of 18 Focus schools, then the high schools with the largest gaps in graduation rates between the subgroup or subgroups and the state average of the "all students" group over two years would have been examined to fill out the remainder of Focus schools needed. In Table 2. below, a description of each category of Focus schools is provided below the thick line. In creating the list of Focus schools, WDE went down this list from top to bottom until it reached the total number of schools needing to be identified.

A detailed description of the methodology used to identify Focus schools is described later in this document, under section 2.E.

Table 2. Focus School Category Identification

Category of Focus Schools	Number of Schools
Total number of Title I schools	174
Total number of Focus schools required to be identified	18
Total number of Focus schools based on category of being a Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a Priority school (including Cohort 1 SIG schools that meet this criteria)	2
Total number of Focus schools from the list generated based on being a Title I school that has the largest gaps in achievement between subgroup or subgroups and the state average of the "all students" subgroup	16
Total number of Focus schools from the list generated based on being a Title I school at the high school level, has the largest gaps in graduation rates between the subgroup or subgroups and the state average of the "all students" group	0

A third category of schools that are either high performing or high progress schools have been identified using the same system and same data used to identify Focus and Priority schools. These schools are the Title I Reward schools and will be included as the first group (2013-2014 school year) of Wyoming's Title I Schools of Excellence program, which is a program of recognition for these high performing and high progress schools that provides public acknowledgement of the accomplishments of these schools.

Reward School: The proposed system would reward schools based on exceptional performance on similar criteria specified for identifying Priority and Focus Schools. Schools identified as Title I Schools of Excellence would fall into two categories following the ESEA Flexibility guidance definitions.

Definition:

- A "Highest-Performing School" is a Title I school among the ten percent of Title I schools in the State that have the highest absolute performance over a number of years for the "all students" group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a highest-performing school if there are significant achievement gaps across subgroups that are not closing in the school.
- A "High-Progress School" is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the "all students" group over a number of years on the statewide assessments, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a high-progress school if there are significant achievement gaps across subgroups that are not closing in the school.

According to ESEA Flexibility guidance, a state receiving flexibility is required to identify at least the equivalent of ten (10) percent of its Title I schools as Reward schools. This means that Wyoming needed to identify at least 18 schools as Reward schools. Wyoming identified nine (9) schools that fit into the category of high progress schools. Wyoming strives to identify approximately half of the Reward schools in this category, and approximately half in the highest performing schools category. If there are fewer than half of schools that can be identified as high progress schools, then the remainder will come from the highest performing schools category and vice versa. Wyoming also identified nine (9) schools that fit into the highest performing schools category.

Table 3. Reward School Category Identification

Category of Reward Schools	Number of Schools
Total number of Title I schools	174
Total number of Reward schools required to be identified	18
Total number of Reward schools based on category of being a high progress Title I high school	9
Total number of Reward schools from the list generated based on being a highest performing Title I school.	9

The methodology that was used to identify Reward, Focus, and Priority schools during the transition year (2013-2014) to the system outlined in Wyoming's Accountability in Education Act is based on the definitions included above. Assessment performance data and graduation rates for all subgroups within schools in Wyoming were examined. All schools in Wyoming were ranked based on performance data from the state's content assessments, Proficiency Assessment for Wyoming Students (PAWS) for grades 3-8 and 11 for 2011-2012 and prior years (two years, 2010-2011 and 2011-2012 assessment data was used to identify Reward, Focus, and Priority schools included in Table 3), as well as three years of graduation rates (2009-2010, 2010-2011, and 2011-2012) and moving forward schools will be ranked using, PAWS for grades 3-8 and ACT for grade 11 for 2012-2013 assessment data and beyond (assessment data used beyond the 2013-2014 school year is contingent upon decisions made concerning assessments by the Wyoming legislature). In addition, subgroup comparisons for students in a subgroup against the state average of the "all students" were made. So, for example, students with disabilities were compared to state average of the "all students" group.

As WDE moves to transition to the system being developed for the WAEA, there may be adjustments to the way that Wyoming identifies Focus and Priority as well as Reward schools. Since the WAEA system will be developed during the 2013-2014 school year, the exact nature of these changes is uncertain. Provided over the next few pages is the current version of the WAEA school performance rating model. Due to the fact that work on the WAEA differentiated recognition, accountability and support system is still ongoing, it is possible that changes to this system are likely.

WYOMING ACCOUNTABILITY IN EDUCATION ACT

SCHOOL PERFORMANCE RATING MODEL

(Draft version 1.1 - April 5, 2013)

SCHOOL TYPES

Indicators are a function of grade in school.

- Grade Nine through Twelve Indicators
 - o Achievement
 - o Readiness
 - o Equity (not measured by growth)
- Grade Three through Grade Eight School Indictors
 - o Achievement
 - o Growth
 - o Equity (measured by growth)

The readiness indicators for grade nine through 12 will only be applied to those schools from which students may earn a high school diploma. Some junior high schools have a grade nine. The grade nine readiness indicators will not be used for school performance ratings at these schools. Some high schools have grades ten through 12. The grade nine readiness indicators will not be used for school performance ratings at these schools.

Some schools have grade configurations that include both grades nine through 12 and grades eight and lower (e.g., schools with grades K-12). These schools will have two school performance levels computed initially; one for grades nine through 12 and another for grades eight and below. The school will be assigned to the performance level that is the lower of the two computed performance levels.

INDICATORS AND INDICATOR SCORES

ACHIEVEMENT

There will be one overall *school achievement score* for each school that includes the performance in all tested grades and content areas at each school. The score will be the percent of tested students who scored proficient or above on the achievement tests used in Wyoming. The current achievement tests include:

- The Proficiency Assessment for Wyoming Students (PAWS)
 - o Reading in grades 3 through 8
 - o Math in grades 3 through 8
 - o Science in grades 4 and 8
- Student Assessment of Writing Skills (SAWS) in grades 3, 5, and 7
- ACT
 - o Reading test in grade 11
 - o Mathematics test in grade 11
 - o Science test in grade 11
 - o Writing Test in grade 11

Content area by the number of students tested in each content area. This weighting reflects the policy maker decisions about which grade-by-content areas to test. For example, NCLB requires testing in reading and math in grades three through eight and 11. Wyoming statute 21-2-204(c)(ii)(A)(III) requires writing to be assessed in grades three, five, and seven. This means that reading and math will be weighted more than writing in an elementary school that has grades three through six because reading and math will be tested in four grades and writing will be tested in two grades. This weighting is consistent with policy maker decisions about which grades to test in each content area.

An illustration of how achievement scores will be computed is presented in Table 1. Assume the hypothetical school represented in Table 4 was an elementary school with grades kindergarten through six with 20 students per grade level. Science would only be tested in grade 4 at this school. Because fewer students were tested in science, exceptionally high or low performance on the science test would have less impact on the school achievement score than would exceptionally high or low performance on either the reading or the math tests.

Table 4. Illustration of Computation of a School Achievement Score

Content	Count of Students Tested	Count of Students Proficient	
Math	80	65	School Achievement
Reading	80	60	Score
Writing	40	25	
Science	20	12	
Column Totals	220	162	162/220 = 73.6%

School achievement scores will be used for assigning schools to one of three categories on the achievement indicator: (a) exceeding targets, (b) meeting targets, or (c) below targets. A professional judgment panel (PJP) of education stakeholders will establish school achievement score cut points that will be used to assign schools to these three categories. Separate cut points will be established for each of three grade level bands:

• Grade Band One = Grades 3 through 6

- Grade Band Two = Grades 7 and 8
- Grade Band Three = Grade 11 (Grades 9 through 12 for the readiness indicator)

Cut points may differ for each grade band. Some schools will have students in both grade band one and grade band two. When this happens cut points will be adjusted to accurately reflect the number of students in each of the grade bands at the school using the procedure illustrated in Table 5. The school represented in Table 2 is a hypothetical middle school with grades six, seven, and eight.

Table 5. Illustration of Method of Adjusting a Cut Point when a School Includes Two Grade Bands

	Grade Band 1	Grade Band 2	Steps 1 & 2	Step 3	Step 4
Hypothetical			-	_	
Cut Points for					
Meeting Target	75	65	75-65 = 10		
Number of					
Students	100	200	100/(100+200) = .333	10*0.333 = 3.3	65+3.3=68.3

Step 1 in Table 5 involves simple subtraction to determine the magnitude of the difference in the cut-points from each grade band. The difference between 75 and 65 is 10. Step 2 in Table 5 involves determining the percentage of total students in grade band 1. Grade band 1 included 33.3% of the total student count at the school. In step 3 the result of step 1 is multiplied by the result of step 2. The result, 3.3 is 33.3% of the 10 point difference in the cut-points for grade band one versus grade band two. In step 4, the final step, 3.3 is added to the lower of the two cut-points (i.e., the cut-point for grade band two). The adjusted cut-point for this hypothetical school would be 68.3.

GROWTH

Growth refers to a change in the achievement within students as they progress from year to year. Growth will be measured in reading and math on the state test in Wyoming for students in grades four through eight. In order to compute growth scores students must have at least two consecutive years of state test scores. Since the Wyoming state test is first administered in grade three, growth will first be measured in grade four. The method used to measure growth will produce student growth percentiles¹ (SGPs) that indicate how an individual student's growth compared with that of all Wyoming students in the same grade that had similar scores in previous years. SGPs range from 1 to 99 with lower scores indicating lower growth and higher scores indicating higher growth. This measure of growth is independent of the achievement level performance of students. Students with low achievement may have low or high growth. Likewise, students with high achievement may have low or high growth. Regardless of how high a student's test scores in past years were, they still may earn any of the SGPs from 1 to 99.

Each school with students in grades four through eight will receive one overall score that represents the combined reading and math growth of all students at the school with SPG scores. That score will be the median SPG for the school. The median SPG at a school is the SPG that half of the students at the school scored above and half scored below. Growth at each school will further be

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¹ See Betebenner, D. W. (2008). Norm- and criterion-referenced student growth. Available at http://www.nciea.org.

placed into one of three categories: (a) exceeding target, (b) meeting target and (c) not meeting target. A professional judgment panel will determine cut points for the median SGPs that separate these three categories from one another. The professional judgment panel will be informed in their work by the distribution of the SPGs of students who scored below proficient in a previous year but who scored proficient or above in the current year. In addition, the professional judgment panel will be informed in their work by the distribution of SPGs of students who scored proficient or above in a previous year but who scored below proficient in the current year.

EQUITY

An important goal of WAEA is to "minimize achievement gaps" (Wyoming Statute 21-2-204(b)(vi). During the 2013 session of the Wyoming legislature more specificity was added to the definition of equity for the purpose of accountability (Wyoming Statute 21-2-204(c)(vii). As a result there will be two methods used to measure equity in Wyoming schools. The method used for a particular school will depend upon whether there are measures of student growth available to the school. Measures of student growth will be available to schools with students in grades four through eight. An alternative measure of equity will be required in schools that do not have a measure of growth. Currently there are a number of schools that serve students in grade three but do not have students in grades four or higher. These schools will use the alternative measure of equity. In addition, high schools that serve students in the grades nine through 12 do not, at this time, have measures that permit the measurement of growth.

Consolidated Subgroup. A consolidates subgroup consisting of all students who were below proficient during the previous year on the state test in math and/or reading will be used in the measurement of equity. Because the previous year's test performance defines this group, educator will know who is in this group at the beginning of each new school year. This will permit educators to be strategic about planning to improve outcomes for students in this subgroup.

Schools with Growth Scores. For schools that have growth scores (i.e., SGPs) on the state test, a *growth to standard* approach will be used for the measurement of equity. Specifically adequate growth percentiles (AGPs) are computed for all students. For students in the consolidated subgroup, an AGP represents the minimum SGP that the students needs for the current year in order to be considered to be *on track* to reach proficiency within three years. The equity indicator, therefore, for schools with growth scores will be the percent of students in the consolidated subgroup who obtain SGP scores that are at or above their AGP score.

Schools without Growth Scores. Since subgroup membership is based upon student assessment performance during the previous year, some students in this consolidated subgroup may be proficient on the current year's assessment. To the extent this happens, the school is having a positive impact on equity. The equity measure at these schools will be an effect size representing the gap in reading and math achievement on the current year's assessment for those students who were not proficient reading or math on the previous year's assessment. The effect size will be computed as follows.

Step 1. State average scale scores and standard deviations will be computed for each grade in reading and math.

Step 2. A z score will be computed for current test results in reading and math for each student in the consolidated subgroup in the content area(s) where they were not proficient on the previous year's state assessment. Table 6 presents an illustration of the z score computation.

Table 6. Illustration of Student & Score Computation.

	Grade 5			
		State Scale Score		
Student Scale	State Scale Score	Standard	Student z Score	Student z
Score Mean	Mean	Deviation	Computation	Score
656	680	59	<u>(656 - 680)</u> 59	-0.41

Step 3. Compute the mean of student z scores for reading and math for all students in the consolidated subgroup at each school. This average score is identical to an effect size that could be computed in an alternative way for the consolidated subgroup². This effect size score will be the equity indicator for schools that do not have measures of student growth in reading and math.

READINESS

Readiness will be measured at all schools from which students may earn a high school diploma. There are four subindicators for readiness. The subindicators fall within two categories of subindicators. Two of the subindicators are leading indicators and two of the subindicators are lagging indicators. Improvement on the leading indicators would be expected to lead to improvement on the lagging indicators over time.

- Leading Indicators
 - Readiness as measured on tests in the ACT suite of tests (i.e., ACT Explore in grade 9, ACT Plan in grade 10 and the ACT in grade 11)
 - o Readiness defined as the percent of students earning enough grade nine credits to be on track for graduation
- Lagging Indicators

o Actual Graduation Rate

mean scale score would be substituted for the student scale score.

o Hathaway Scholarship Eligibility Level (i.e., of all graduates)

There will be a score range from zero to 100 on each subindicator. The subindicator scores will be combined into one overall readiness score for each school. Table 7 provides an illustration of possible weights for each subindicator and for each category of subindicators.

² Because each grade and content area tested has a unique mean and standard deviation effect sizes would first need to be computed for the consolidated subgroup in each grade and content area at a school. These effect sizes could then be averaged after weighting for the number of students in the consolidated subgroup in each grade-by-content area at the school. This weighted mean effect size from the school would be identical to the mean of the student level *z* scores. The formula for effect size is identical to the formula for *z* score except the consolidated subgroup

Table 7. Illustration of Possible Weights for Readiness Subindicators and Categories of Subindicators*.

Leading Indicators		Lagging Indicators	
Tested Readiness	Grade 9 Credits	Graduation Rate Hathaway Eligi	
30%	10%	30% 30%	
40%		60%	

^{*}Final weights will be established by the professional judgment panel.

ACT Suite of Readiness Tests. Research conducted by ACT⁶ identified ACT Benchmark scores for the subject area tests of English, mathematics, reading and science. The benchmarks were set at a level where there was a .50 probability of obtaining a course grade of B or higher in a first-year college course that was closely related to the content of the ACT subtest. A more recent longitudinal study by ACT⁴ provided additional support for the association of these benchmark scores with success in college. The latter study also provided support for the association of similar benchmarks on the Explore and Plan tests with later success in college. Table 8 presents the benchmark scores identified by and used in these ACT studies.

Table 8. ACT College Readiness Benchmark Scores.

	Benchmark Score			
ACT Subject-Area Test	ACT Explore Grade 9	ACT Plan Grade 10	ACT Test Grade 11	
English	14	15	18	
Reading	16	17	21	
Mathematics	18	19	22	
Science	20	21	24	

According to the ACT research, the number of the subject-area test benchmarks that a student meets or exceeds is associated with differential levels of success in college. Meeting more of the benchmarks is associated with more success on the college performance measures. The strongest performance in college was demonstrated by those students who met the ACT test benchmarks on all four subject-area tests. The least success on college performance measures was experienced by students who did not meet any of the four benchmarks on subject-area tests. Table 9 shows the percentage of grade 11 Wyoming students who met the benchmarks on different numbers of the ACT subject-area tests in 2012.

⁴ Radunzel, J. & Noble, J. (2012). Tracking 2003 ACT-tested high school graduates: College readiness, enrollment, and long-term success. ACT Research Report Series 2012 (2).

³ Allen, J. & Sconing, J. (2005). Using ACT Assessment scores to set benchmarks for college readiness. ACT Research Report Series 2005-3.

Table 9. Percent of Grade Eleven Wyoming Students by Number of ACT Subtest Benchmarks Met (n = 5,588).

Number of Benchmarks Met	Percent of Sample	Cumulative Percentage
0	40	40
1	17	57
2	16	73
3	12	85
4	15	100

The readiness indicator on the ACT Suite of tests was established in a manner that aligns with ACT research findings about the association of ACT Suite subject-area test benchmarks with success in college. As such, five levels of student readiness will be based upon student attainment of the benchmark scores on each test from the ACT suite of tests. Table 10 presents the levels of readiness and the index values associated with each readiness level.

Table 10. Levels of Readiness on the Explore, Plan and ACT Tests.

Readiness Levels	Number of Subject-Area Test Benchmarks Met	Student Level Index Value
Level 1	0	0
Level 2	1	25
Level 3	2	50
Level 4	3	75
Level 5	4	100

Each student at a school who performs at level 1 will be assigned 0 points, each student who performs at level 2 will be assigned 25 points and each student who performs at level 3 will be assigned 50 points, each student who performs at level 4 will be assigned 75 points and each student who performs at level 5 will be assigned 100 points. A school will receive one overall readiness score for student performance on all tests from the ACT suite that are administered at the school. The school's score will be the mean index score for all students across all tests from this suite that are administered at the school. As such, school scores on this subindicator will range from the lowest possible score of 0 to the highest possible score of 100.

Grade Nine Credits Earned. Grade nine may or may not be part of the grade configuration for all Wyoming schools from which students may receive a diploma. Some high schools serve students in grades ten through 12 while others serve students in grades nine through 12. Grade nine credits earned will be an indicator for all schools from which students may receive a diploma, regardless of the grade configuration of the school. The number of credits a student has when entering grade ten is a leading indicator for success in high school regardless of where the student attended school for grade nine. Therefore, high schools have an interest in and can choose to have some role in how well students are performing in grade nine even when grade nine is housed in a feeder school rather than in the high school itself.

Some students earn grade nine credits during a summer session. In order to be able to credit schools for ninth grade credits earned in the summer, the grade nine credits earned indicator will lag one

year. In this respect it will be similar to the long standing practice in Wyoming of lagging the reporting of graduation rate for accountability purposes by one year so that students who graduate following the successful completion of required courses during the summer session are included in a school's graduation rate. When grade nine is housed at the high school, grade nine credits earned will be computed for all students who were enrolled in that school at the end of grade nine. When grade nine is housed in feeder schools, grade nine credits will be computed for all students enrolled at the high school on October 1st of the year after they first attended grade nine⁵.

The school level score for grade nine credits earned will be the percentage of students who earned one fourth of the credits required to graduate from the high school by the end of their first year in grade nine.

Graduation Rate. Graduation rate will be measured using a graduation rate index that is applied at the student level. Table 11 illustrates the graduation rate index. The point values in Table 11 are for illustration only. The professional judgment panel will assign the actual point values for the index. The index points are assigned to the students who meet the criteria for each student result in Table 11. The school's score for graduation rate will be the mean of student index points.

Table 11. Graduation Rate Index.

of the potentially negative changes in practice.

Criteria Number	Student Result	Points*
1	Diploma Earned in Four Years	100
2	Diploma Earned in More than Four Years	85
3	Certificate of Completion**	85
4	Continued Enrollment***	25
5	Dropout	0

^{*}Points are for illustrative purpose only. The professional judgment panel will assign the points. **For students on individual education plans who worked on alternate standards.

Students meet criterion one from Table 11 when they receive their high school diploma four years after they first entered grade nine. These students are assigned 100 points each. Any student who receives a high school diploma but who first entered grade nine more than four years earlier is awarded the points for criterion two in Table 6. Students meeting criterion three will be those students who are on an individual education plan (IEP) that stipulate they are working on alternate standards. These students are not eligible for a diploma since their IEP teams had determined that their disability made working on alternate standard more appropriate than working on regular state standards. Criterion four from Table 11 applies to students who first entered grade nine more than four years ago but remain enrolled in school on October 1st of a following school year. When computing the school index score the drop-outs will be assigned zero points and they will be included in the computation of the mean student index score for the school. Students who will

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^{***}Continued enrollment after the student's grade nine cohort had been in school for four years.

⁵ A potential negative unintended consequence could be associated with this particular business rule. Specifically, a district may choose to retain students in grade nine in a junior high if they do not have all credits needed to be considered to be "on-track" for high school completion. An additional unintended consequence would be a practice of becoming more lenient about awarding credits in grade nine. A choice by the professional judgment panel to place less weight on this readiness indicator compared to the other readiness indicators could mitigate the likelihood

count as drop-outs will be those who were the grade nine drop-outs three years ago, the grade ten drop-outs two years ago, the grade eleven drop-outs one year ago and the current year grade 12 drop-outs.

Hathaway Scholarship Level. There are four Hathaway scholarship levels in Wyoming. Eligibility for each level is based upon three criteria: (a) high school grade point average, (b) a minimum ACT or Work Keys score and (c) successful completion of the success curriculum. The scholarship levels and the eligibility criteria are presented in Table 12.

Table 12. Hathaway Scholarship Eligibility Levels and Criteria.

	Scholarship Level				
Criteria	Provisional	Opportunity	Performance	Honors	
High School Minimum GPA	2.5	2.5	3.0	3.5	
Minimum ACT*	17**	19	21	25	
High School Curriculum	Success***	Success	Success	Success	

^{*}ACT can be the student's best ACT score which may not be from the census administration in grade 11.

Hathaway scholarship eligibility will be measured using an index for the purpose of computing school performance levels under WAEA. The index is presented in Table 13.

Table 13. Hathaway Scholarship Eligibility Index.

Student Eligibility Level	Points
Not Eligible	0
Provisional	25
Opportunity	50
Performance	75
Honors	100

The school's score will be the mean of student points for the graduating class at the school. The possible scores for a school will range from 0 to 100.

Combining Readiness Indicators into One School Score. The minimum possible score on each of the four readiness subindicators will be zero. The maximum possible score on each of the four subindicators will be 100. The subindicator scores for each school will be multiplied by the weights established by the professional judgment panel that are illustrated in Table 7 above. Table 14 illustrates the computation of a school total readiness score for a hypothetical school.

^{**}Or a WorkKeys score of 12.

^{***}Successful completion of a success curriculum defined by the Wyoming Department of Education.

Table 14. Illustration of Computation of Total School Readiness Score.

	Hypothetical	Example	School
	Scores for a	Subindicator	Score *
SubIndicators	School	Weight	Weight
ACT Suite Index	55	0.30	16.5
Grade Nine Percent On Track	72	0.10	7.2
Graduation Rate Index	67	0.30	20.1
Hathaway Eligibility Index	58	0.30	17.4
School Readiness Score (Sum of	61.2		

SCHOOL PERFORMANCE LEVEL ASSIGNMENT

The indicator category scores will be combined to arrive at a school performance level designation for each school in Wyoming with the use of decision tables. Table 15 presents the decision table for grade bands one and two.

Table 15. Decision Table for Assigning School Performance Levels for Grade Bands One (i.e., Grades Three through Six) and Two (i.e., Grades Seven and Eight) for Performance Indicators.

		Achievement	Achievement	Achievement
		Below	Meeting	Exceeding
	Growth Below			
Equity Below	Growth Meeting			
	Growth Exceeding			
	Growth Below			
Equity Meeting	Growth Meeting			
	Growth Exceeding			
	Growth Below			
Equity Exceeding	Growth Meeting			
	Growth Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (e.g., not meeting, partially meeting, meeting, and exceeding expectations) will be assigned to schools with each pattern of indicator performance. Table 16 presents the decision table for grade band three.

		Achievement Below	Achievement Meeting	Achievement Exceeding
Equity Below	Readiness Below Readiness Meeting Readiness Exceeding	Below	Wiceting	Executing
Equity Meeting	Readiness Below Readiness Meeting Readiness Exceeding			
Equity Exceeding	Readiness Below Readiness Meeting Readiness Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (e.g., *not meeting, partially meeting, meeting, and exceeding expectations*) will be assigned to schools with each pattern of indicator performance.

Table 17 presents the decision table for special circumstance schools.

	Achievement	Achievement	Achievement
	Below	Meeting	Exceeding
Equity Below			
Equity Meeting			
Equity Exceeding			

Note. The professional judgment panel will determine which of the four school performance levels (e.g., *not meeting, partially meeting, meeting, and exceeding expectations*) will be assigned to schools with each pattern of indicator performance.

*Special circumstance schools will be those with just two performance levels (e.g., schools that have a grade three but no grade four will have achievement and equity indicators but will not have growth indicators).

This ends the outline of the WAEA school performance rating model.

Support for Schools

As part of the accreditation process for Wyoming Schools, all schools are required to develop and implement improvement plans that address areas where performance of groups and/or subgroups of students are not meeting targets. The categorizations of Priority and Focus schools will impact both the types of supports and interventions initiated for both students and staff and the students that will be targeted as part of a school's school improvement plan. Under this system of identifying Focus and Priority schools, the WDE will be able to serve Wyoming's overall lowest achieving schools as well as lowest achieving, high needs students in schools that are not traditionally captured in the lowest tier of schools based on all students' achievement. This system ensures that resources

are used efficiently and in an organized way that targets appropriate groups of students.

Currently, WDE provides support to schools and districts through its State System of Support (SSOS). The SSOS is made up of a team of school improvement specialists at WDE that work directly with schools and districts. This team reviews school improvement plans, helps schools and districts identify resources and interventions for school improvement, and provides technical assistance in the implementation of school improvement efforts. This team also includes contractors hired by WDE that act as coaches for school improvement, working with district and school staff. This system will remain in place during the 2013-2014 school year and begin transitioning to the WAEA system, which will be fully implemented in the 2014-2015 school year. The design for the system of support under the WAEA is still in progress. The most current draft is included in attachment 16.

Schools identified as Focus and Priority schools will minimally be required to implement turnaround principles discussed in this ESEA Flexibility Waiver application. The WAEA requires liaisons (WDE will use coaches in the 2013-2014 school year) that are assigned by WDE or districts to work with Priority and Focus schools in the development of an improvement plan. Page 5 of attachment 12 (WAEA) specifies that the improvement "plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance." It further goes on to say that the Director of WDE shall appoint a representative from WDE to serve as a liaison (page 6, attachment 12) "between the school district leadership and the department" to "review and approve improvement plans submitted by schools." Resources requested in the improvement plan need to be for interventions that are based upon a comprehensive review of the available research and need to be commensurate with the level of intervention, support and consequences required to be administered under WAEA. The implementation of such strategies is designed to improve the academic achievement of students.

In order to ensure a school is effectively implementing the turnaround principles, and the implementation results in academic progress, it will be required of schools to report their results regularly to the WDE. The turnaround principles to be implemented are as follows:

- 1. Provide the school with strong leadership. Once the current leadership is reviewed, this will involve one of two processes: (1) replace the current principal; or (2) WDE will work with the LEA and school to provide training for the principal if needed, as well as determine what criteria should be met in order to provide flexibility for the current principal in the areas of scheduling, staff, curriculum, providing professional development to staff (including the principal), and budget;
- 2. Ensuring teachers are able to improve instruction and provide effective teaching methods by: (1) providing on-going professional development informed by the teacher evaluation process and support system, and tied to teacher and student needs;(2) reviewing the quality of all staff; those positions maintained should be those who can demonstrate effective teaching methods and will be successful in the turnaround of the school; and (3) preventing ineffective teachers from transferring to these schools;
- 3. Redesigning the school day, week, or year to include additional learning services for students

and/or teacher collaboration;

- 4. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- 5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
- 6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- 7. Providing ongoing mechanisms for family and community engagement.

Title 1 Planning and Reporting for Priority and Focus Schools:

The WDE will utilize various methods in order to ensure Priority and Focus schools have effectively established the turnaround processes and are able to demonstrate progress.

First, the WDE realizes that each Priority and Focus school has unique needs and situations. Therefore, in order to prevent a "blanket approach" for the methods all Priority and Focus schools should follow, Priority and Focus schools will be required to conduct a self-assessment based on their needs according to the 10 Indicators of Effective Practice. The Indicators are defined in *The High Performing School-Benchmarking the 10 Indicators of Effectiveness*. These indicators and the associated characteristics are aligned to AdvacEd accreditation, Wyoming and Federal Statute, and the Wyoming Comprehensive Accountability Framework (see attachment 15). In addition, it should be noted that each of the turnaround principles are included in the ten indicators, either as an indicator or a characteristic. The ten indicators that the needs assessment will be based on are as follows:

- 1. Written Curriculum;
- 2. Instructional Program;
- 3. Student Assessment;
- 4. School Leadership;
- 5. Strategic Planning;
- 6. Professional Development;
- 7. Student Engagement, Connectedness and Readiness;
- 8. School Environment;
- 9. Family and Community Involvement;
- 10. District Support

In order to assist schools with determining weaknesses and assessing the areas in need of assistance, each Priority and Focus school will be assigned a school evaluation team and coach in the 2013-2014 school year (liaisons will be assigned according to WAEA during the 2014-2015 school year). The school evaluation team and coach or liaison will work together to determine the appropriate approaches to address the needs of each school.

In addition to providing a comprehensive needs assessment, the school will also be responsible for providing goals and its own evaluation process (to determine if school officials have made satisfactory progress). Once the school evaluation team and coach/liaison complete the needs assessment, goals, and evaluation, it will be submitted to the WDE for review. This will ensure the

plan meets all regulatory standards and provisions. Once the WDE has reviewed and approved the plan, the school evaluation team and coach/liaison will implement the changes deemed necessary. If, however, the changes are not deemed appropriate by the WDE, the State will work with the school, school evaluation team, and coach/liaison to ensure a satisfactory plan is executed. It should be noted that school improvement plans are required for accreditation and for all schools except Exceeds Expectations schools under WAEA. Exceeds Expectations schools are required to identify the best practices in their school to disseminate to other schools in the state.

In order to assist each school with tracking its improvement, the WDE is looking into an online tracking system. Providing the Academic Development Institute agrees and WDE can get permission to use this online system, the ten indicators listed above will be loaded into their online tracking system, Indistar. This system would support a tailored and unique plan for each school that allows the State to provide the framework for the processes (i.e. the turnaround principles and ten indicators), but allows each school to input their own processes to meet the framework. In addition to providing an online system for the school's improvement plan, it also allows the school evaluation team and coach/liaison a place to monitor the advancements the school makes toward the plan set in place. Indistar also provides evaluators to assist the teams with coaching comments regarding the progress being made.

Monitoring Priority and Focus Schools Through Indistar:

As mentioned above, the WDE plans to utilize the online tracking system Indistar for use with Priority and Focus schools. Indistar will allow the coaches/liaisons and school evaluation team, as well as the WDE, to monitor the effectiveness of the procedures implemented by the teams via the progress entered into the system. The WDE will assign a member of the team to periodically check the status of the improvement plan in place, and if the school cannot provide verification that it successfully implemented the plan, changes will be made to the processes to ensure the school demonstrates success.

Financial Support for Priority and Focus Schools:

Funding for the implementation of the turnaround principles in Priority and Focus schools will be provided through either Title I funds WDE will require that districts with Priority and Focus schools set aside, or with Title I 1003(a) funds a school might receive, which are available through a competitive grant process. All Priority and/or Focus schools will be required to implement the turnaround principles discussed above.

Additionally, Priority schools may also, through a competitive grant process, apply for Title I 1003(g), school improvement grant (SIG) funds. Schools that receive SIG funds will be required to implement one of the four models (closure, restart, turnarounds, or transformation) associated with those funds and meet the requirements of those grants.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
The SEA includes student achievement only	If the SEA includes student achievement on

on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools. assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:

- a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and
- b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The associated legislation related to this indicator (attachments 12 and 13), at this time, includes science and writing as measures used in the differentiated recognition, accountability, and support system which can be used to identify the various categories of school performance. The science and writing assessments will be used with the WAEA system that will be implemented during the 2014-2015 school year. During the transition year, 2013-2014, current state legislation requires that only reading and math be used in accountability.

Wyoming is transitioning to next generation assessment systems through three assessment consortia:

- SMARTER Balanced developing a balanced assessment system with summative and interim assessments along with formative tools/resources; adaptive differentiation and college and career readiness are hallmarks of the assessment; implementation in Spring 2015
- NCSC developing core content connectors to the CCSS and an alternate assessment system;
 implementation in Spring 2015
- ASSETS Consortium developing new English Language Proficiency standards, well-aligned to CCSS and an English language proficiency assessment; implementation in 2015-16.

These consortia, while developing assessments for different populations of students, share a common goal of developing innovative, informative, rigorous assessments to replace the current statewide assessment system. These assessments will provide students with opportunities to demonstrate what they know and can do through a combination of assessment types (formative strategies, benchmark, and summative) as well as item types (including performance tasks and technology enhanced items).

Given that the implementation dates for the new assessments are in the future, WDE has planned for the transition to signal our expectation of greater rigor in schools and classrooms across the state. Some of WDE's plans to support the transition include the following:

• Increase Hathaway college scholarship eligibility requirements to reflect the changing

demands of college and career;

- Provide the EXPLORE, PLAN, ACT, and COMPASS assessments so that students, families, and educators can better understand a student's progress toward college and career readiness;
- Modify the current statewide assessment system to prepare for upcoming transitions to the CCSS-based SMARTER Balanced Assessment System, ASSETS, and NCSC.

Funding is currently available to administer the EXPLORE, PLAN, ACT Plus Writing, and COMPASS assessments in grades 9 – 12, respectively. This assessment suite provides important information about college and career readiness for students. While the COMPASS is optional for seniors, the remaining assessments in the suite are required for all students in grades 9 – 11 at this time. Data from these assessments will be used in 2013 and 2014 to inform the school accountability ratings in the new state accountability system outlined in WAEA. Consistent with state statute, WDE and the State Board of Education will explore options for the state's assessment system, including consortia assessments like SBAC, which would replace the existing suite of college/career readiness assessments.

Cut scores on the ACT Plus Writing have been set for 2013 following an equipercentile linking to the previous grade 11 PAWS in reading, math, and science. In 2014, standard-setting sessions will be held to set new, more rigorous cuts on both the ACT Plus Writing and the PAWS to reflect the higher expectations in the CCSS. WDE established this plan after consultation with district curriculum and assessment coordinators, who overwhelmingly indicated that it was important to continue to "push" for higher standards. This interim measure will provide districts a sense of where cut scores may fall on the more rigorous SBAC assessments in the spring of 2015.

WAEA outlines components for inclusion in the state's school accountability system. These components are broader than performance in only reading and math, reflecting Wyoming's commitment to a robust and reliable accountability system. Actual target levels of performance for each of the measures comprising the indicators have not yet been determined. However, once piloted in 2013, they will be subject to periodic review by the WDE, the legislature, and advisory committees, including a Professional Judgment Panel (PJP) that is specifically required by statute.

Performance in both science and writing for the most recent administration of those assessments is shown in the two tables below.

Table 18: 2012 PAWS Science Performance

2012 PAWS Science Performance,									
Percent of Students by Performance Level									
Gr 4 Gr 8 Gr 11									
Below Basic	low Basic 5.5 12.1 15.3								
Basic	31.2	36.8	33.7						
Proficient 51.4 41 36									
Advanced	11.9	10.2	15.1						

Table 19: PAWS Writing Performance

2011 PAWS Writing Performance,										
Percent of Students by Performance Level										
	Gr 3	Gr 5	Gr 7	Gr 11						
Below Basic	elow Basic 1.7 2.1 2 2.4									
Basic	18.5	11.5	25.7	17.8						
Proficient 53.6 74.9 41.7 55.4										
Advanced	26.2	11.5	30.7	24.5						

2.B Set Ambitious but Achievable Annual Measurable Objectives

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A

- Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.
 - i. Provide the new AMOs and an explanation of the method used to set these AMOs.

Option B

- Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.
- i. Provide the new AMOs and an explanation of the method used to set these AMOs.

Option C

- Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.
- Provide the new AMOs and an explanation of the method used to set these AMOs.
- ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.
- iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

AMO targets were established using 2011-2012 state content assessment, Proficiency Assessment for Wyoming Students (PAWS), data by computing the percentage of students who were proficient or advanced on the PAWS reading and math tests for all students in the state and for all students in the state in each of the required subgroups. The reported percentages included students who took the alternate assessment in each content area. The 2011-2012 PAWS data was used as a baseline. The percent gap between the baseline data and 100% was calculated. Annual Measurable Objective (AMO) targets were then set for the six years following 2011-2012 by adding equal

amounts each year to the baseline percent so that the AMO target after six years was equal to the baseline amount plus half of the percent gap. This was done for each subgroup for both reading and math.

The subgroups included are:

- 1. All students
- 2. Free/reduced lunch (economically disadvantaged)
- 3. American Indian/Alaskan Native
- 4. Hispanic/Latino
- 5. Asian
- 6. Native Hawaiian or Other Pacific Islander
- 7. Black/African American
- 8. White
- 9. Two or More Races
- 10. Individual Education Plan (IEP or students with disabilities)
- 11. English Learner (EL)

A description of how the IEP and EL subgroups are determined is important here because these are the only subgroups that have the potential for a student to move in and/or out of the subgroup not based on poverty. These groups are also the only group that may be allowed accommodations on PAWS.

Students with disabilities must participate in the Proficiency Assessments for Wyoming Students (PAWS) in one of three ways:

- 1. In the general assessment (PAWS or ACT Plus Writing) with no accommodations;
- 2. In the general assessment (PAWS or ACT Plus Writing) with standard accommodations; or
- 3. In the alternate assessment (PAWS-ALT).

In the general assessment (PAWS and ACT Plus Writing), students may participate with standard accommodations. Standard accommodations are documented in the Wyoming Accommodations Manual for Instruction and Assessment. Accommodations must be selected on the basis of the individual student's needs and are documented in a student's Individualized Educational Program (IEP,) 504 Plan, or ELL Plan. These documented accommodations that are consistent with standard accommodations allowable on the general assessment facilitate the participation of students with disabilities, students with a 504 Plan, and eligible English language learners.

The Proficiency Assessment for Wyoming Students – Alternate, PAWS-ALT, is Wyoming's alternate assessment which is designed to measure grade-level linked academic skills in reading, writing, mathematics in grades 3-8 and 11, and science in grades 4, 8, and 11 of students with the most significant cognitive disabilities. The writing assessment was removed beginning in Spring 2012.

In accordance with USED regulations, as of the spring 2012 assessment administration, Wyoming uses its Alternative Achievement Standards in reading and mathematics to calculate AYP only for students with the most significant cognitive disabilities, who participate in the alternate assessment. These Alternate Achievement Standards reflect the professional judgment of the highest learning standards possible for this student. Wyoming includes up to 1 percent of students with disabilities

in the accountability system based on performance on the state's alternate assessment at the LEA and state levels (with requests for LEA exceptions reviewed by the Wyoming Department of Education on a case-by-case basis per USED regulations; in 2007, 0.99 percent of Wyoming's student population in the tested graded was assessed with the alternate assessment.) Beginning in 2008 for AYP calculations, Wyoming includes in the IEP subgroup the scores of previously identified students with disabilities but who have been evaluated and determined to no longer be a child with a disability or eligible for services. These children have been exited from special education and returned to regular education programming. These students who were previously identified under section 602(3) of the IDEA but no longer receives special education services may be included in the IEP subgroup for AYP calculation purposes for two years after returning to the regular education program.

All students, including English learners (ELs), are included in Wyoming's accountability system for calculating AYP. No students are fully exempted from participating in the statewide assessment system on the basis of EL status. Similar to the rules for students with disabilities, all EL students must participate in the PAWS and the ACT Plus Writing with accommodations as appropriate.

The majority of ELs participate in the PAWS or the ACT Plus Writing with standard accommodations. Although there is, in 2013, a Spanish audio version of PAWS, there are no other audio options and no written options are available. The ACT Plus Writing is available only in English. EL students are included in the statewide assessments in reading/language arts , mathematics, and science and must be assessed with standard accommodations when appropriate. Those EL students who have been enrolled in U.S. schools for less than one year are exempt from participation in the reading/language arts portion of the PAWS and ACT Plus Writing but must take the math (and science, if applicable) tests, but the exemption is only valid if the students have participated in the ACCESS for ELLs.

Per recent USED guidance, "States may, but are not required to, include results [of LEP (Limited English Proficient, a previous label for ELs) students in their first year in U.S. schools] from the mathematics and, if given, the reading language arts content assessments in Adequate Yearly Progress (AYP) calculations." Therefore, Wyoming does not include the scores of first year EL students.

Wyoming uses the definition of EL contained in NCLB §9101 for purposes of determining which students are included in the EL subgroup for AYP accountability. Wyoming utilizes an identification process which includes an assessment to determine whether a student falls within that EL definition. For AYP calculations, per recent USED guidance, Wyoming includes in the EL subgroup the scores of students who have attained English proficiency within the last two years. English proficiency is determined by showing proficiency on the state EL assessment (ACCESS). Once these students attain a transitional or proficient level on the state EL assessment, the student enters the 2-year monitoring period for EL students. After the students are no longer in the monitoring period, the students are exited from the EL subgroup.

AMO baseline and targets for all subgroups:

	Table 20: Annual	Measurable	Objectives	for Wv	oming	for all	subgroups
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Baseline						k (not		
2011-2012		udents	Asian hispanic) Hisp		panic			
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	84.28%	78.80%	91.13%	84.50%	72.46%	72.13%	75.09%	68.17%
Grades 7-8	74.33%	76.23%	82.18%	83.00%	56.74%	66.67%	56.74%	56.74%
Grade 11	66.21%	76.52%	78.85%	80.77%	37.10%	61.90%	56.74%	56.74%
Gap between								
2011-2012								
baseline and 100%								
Proficient								
and					Blac	k (not		
Advanced	All st	udents	As	sian		anic)	His	panic
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	15.72%	21.20%	17.82%	17.00%	27.54%	27.87%	24.91%	31.83%
Grades 7-8	25.67%	23.77%	8.87%	15.50%	43.26%	33.33%	43.26%	43.26%
Grade 11	33.79%	23.48%	21.15%	19.23%	62.90%	38.10%	43.26%	43.26%
					Black (not			
2012-2013	All students		As	sian	hisp	anic)	His ₁	panic
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	85.59%	80.57%	83.67%	84.42%	74.76%	74.45%	77.17%	70.82%
Grades 7-8	76.47%	78.21%	91.87%	85.79%	60.35%	69.45%	60.35%	60.35%
Grade 11	69.03%	78.48%	80.61%	82.37%	42.34%	65.08%	60.35%	60.35%
					D1	- (+		
2013-2014	A 11 st	udents	A	sian		k (not vanic)	Hispanic	
2013 2011	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	86.90%	82.33%	85.15%	85.83%	77.05%	76.78%	79.24%	73.48%
Grades 7-8	78.61%	80.19%	92.61%	87.08%	63.95%	72.23%	63.95%	63.95%
Grade 11	71.84%	80.43%	82.38%	83.98%	47.58%	68.25%	63.95%	63.95%
	. = : 5 1 7 6	23.1070	======			00.2070	0012070	
						k (not		
2014-2015	1	udents		sian	1	anic)		panic
0 1	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	88.21%	84.10%	86.64%	87.25%	79.35%	79.10%	81.32%	76.13%
Grades 7-8	80.75%	82.17%	93.35%	88.38%	67.56%	75.00%	67.56%	67.56%
Grade 11	74.66%	82.39%	84.14%	85.58%	52.83%	71.43%	67.56%	67.56%

2015-2016	All st	udents	As	sian		k (not anic)	His	panic
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	89.52%	85.87%	88.12%	88.67%	81.64%	81.42%	83.39%	78.78%
Grades 7-8	82.89%	84.15%	94.09%	89.67%	71.16%	77.78%	71.16%	71.16%
Grade 11	77.47%	84.35%	85.90%	87.18%	58.07%	74.60%	71.16%	71.16%
2016-2017	All st	udents	As	sian		k (not anic)	His	panic
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	90.83%	87.63%	89.61%	90.08%	83.94%	83.74%	85.47%	81.43%
Grades 7-8	85.03%	86.13%	94.83%	90.96%	74.77%	80.56%	74.77%	74.77%
Grade 11	80.29%	86.30%	87.66%	88.78%	63.31%	77.78%	74.77%	74.77%
2017-2018	All st	udents	As	sian		k (not vanic)	His	panic
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	92.14%	89.40%	91.09%	91.50%	86.23%	86.07%	87.55%	84.09%
Grades 7-8	87.17%	88.12%	95.57%	92.25%	78.37%	83.34%	78.37%	78.37%
Grade 11	83.11%	88.26%	89.43%	90.39%	68.55%	80.95%	78.37%	78.37%
Baseline 2011-2012	American Indian / Alaska Native		White (not Hispanic)		Pacific Islander		Two or more races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	63.08%	52.98%	86.85%	81.69%	73.17%	65.85%	82.24%	77.76%
Grades 7-8	51.91%	58.23%	78.81%	78.53%	57.89%	63.16%	71.43%	71.88%
Grade 11	42.11%	65.79%	68.53%	77.87%	85.71%	85.71%	73.08%	85.90%
Gap between 2011-2012 baseline and 100% Proficient and Advanced	/ Alask	nn Indian a Native	Hisp	e (not panic)		Islander	ra	or more ces
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	36.92%	47.02%	13.15%	18.31%	42.11%	36.84%	28.57%	28.12%
Grades 7-8	48.09%	41.77%	21.19%	21.47%	26.83%	34.15%	17.76%	22.24%
Grade 11	57.89%	34.21%	31.47%	22.13%	14.29%	14.29%	26.92%	14.10%

2012-2013		American a Native		te (not panic)	Pacific	Islander		or more ces
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	66.16%	56.90%	87.95%	83.22%	61.40%	66.23%	73.81%	74.22%
Grades 7-8	55.92%	61.71%	80.58%	80.32%	75.41%	68.70%	83.72%	79.61%
Grade 11	46.93%	68.64%	71.15%	79.71%	86.90%	86.90%	75.32%	87.08%
	Native 1	American	Whit	te (not			Two	or more
2013-2014	/ Alask	a Native	Hist	oanic)	Pacific	Islander	ra	ces
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	69.23%	60.82%	89.04%	0	64.91%	69.30%	76.19%	0
Grades 7-8	59.93%	65.19%	82.34%	82.11%	77.64%	71.54%	85.20%	81.47%
Grade 11	51.76%	71.49%	73.78%	81.56%	88.09%	88.09%	77.57%	88.25%
	Native 1	American	Whit	te (not			Two	or more
2014-2015		a Native		panic)	Pacific	Islander		ces
	Math	Reading		Reading	Math	Reading	Math	Reading
Grades 3-6	72.31%)	90.14%	0	68.42%	72.37%	78.57%	
Grades 7-8	63.93%	68.67%	84.11%	83.90%	79.88%	74.39%	86.68%	83.32%
Grade 11	56.58%	74.34%	76.40%	83.40%	89.28%	89.28%	79.81%	89.43%
	Native 1	American	White (not				Two or more	
2015-2016	/ Alask	a Native	`		Pacific Islander		races	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	75.39%	68.65%	91.23%	87.79%	71.93%	75.44%	80.95%	81.25%
Grades 7-8	67.94%	72.15%	85.87%	85.69%	82.11%	77.23%	88.16%	85.17%
Grade 11	61.41%	77.19%	79.02%	85.25%	90.47%	90.47%	82.05%	90.60%
	Native 1	American	Whit	e (not		l .	Two c	or more
2016-2017	/ Alask	a Native	Hist	oanic)	Pacific	Islander	ra	ces
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	78.46%	72.57%	92.33%	89.32%	75.44%	78.51%	83.33%	83.60%
Grades 7-8	71.95%	75.63%	87.64%	87.48%	84.35%	80.08%	89.64%	87.03%
Grade 11	66.23%	80.04%	81.64%	87.09%	91.66%	91.66%	84.30%	91.78%
	Native 1	American	Whit	te (not		I	Two	or more
2017-2018		a Native		panic)	Pacific	Islander		ces
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	81.54%	76.49%	93.43%	90.85%	78.95%	81.58%	85.72%	85.94%
Grades 7-8	75.96%	79.12%	89.41%	89.27%	86.59%	82.93%	91.12%	88.88%
Grade 11	71.06%	82.90%	84.27%	88.94%	92.86%	92.86%	86.54%	92.95%

Baseline			Free or	Reduced	Individual		
2011-2012	English	English Learner		nch	Education Plan		
	Math	Reading	Math	Reading	Math	Reading	
Grades 3-6	61.25%	48.70%	77.03%	69.54%	66.24%	53.59%	
Grades 7-8	44.78%	44.41%	63.35%	65.48%	41.64%	43.92%	
Grade 11	23.81%	37.35%	52.13%	64.17%	25.07%	38.28%	
Gap between				•		•	
2011-2012							
baseline and							
100%							
Proficient			_		- 41		
and	E 1' 1	т.		Reduced		vidual	
Advanced		Learner		nch		ion Plan	
	Math	Reading	Math	Reading	Math	Reading	
Grades 3-6	38.75%	51.30%	22.97%	30.46%	33.76%	46.41%	
Grades 7-8	55.22%	55.59%	36.65%	34.52%	58.36%	56.08%	
Grade 11	76.19%	62.65%	47.87%	35.83%	74.93%	61.72%	
			Г	D 1 1	т 1'	. 1 1	
2012 2012	T2 1' 1	т	Free or Reduced Lunch			Individual Education Plan	
2012-2013		Learner					
	Math	Reading	Math	Reading	Math	Reading	
Grades 3-6	64.48%	52.98%	78.94%	72.08%	69.05%	57.46%	
Grades 7-8	49.38%	49.04%	66.40%	68.36%	46.50%	48.59%	
Grade 11	30.16%	42.57%	56.12%	67.16%	31.31%	43.42%	
			Free or	Reduced	Indi	vidual	
2013-2014	English	Learner		Free or Reduced Lunch		Education Plan	
	Math	Reading	Math	Reading	Math	Reading	
Grades 3-6	67.71%		80.86%			61.33%	
Grades 7-8	53.98%	53.68%	69.46%	71.23%	51.37%	53.27%	
Grade 11	36.51%	47.79%	60.11%	70.14%	37.56%	48.57%	
Grade 11	30.3170	77.770	00.1170	70.1770	37.3070	40.5770	
			Free or	Reduced	Indi	vidual	
2014-2015	English	Learner	Lu	nch	Educat	ion Plan	
	Math	Reading	Math	Reading	Math	Reading	
Grades 3-6	70.94%	61.53%	82.77%	77.16%	74.68%	65.19%	
Grades 7-8	58.59%	58.31%	72.51%	74.11%	56.23%	57.94%	
Grade 11	42.86%	53.01%	64.10%	73.13%	43.80%	53.71%	
	1				İ		

2015-2016	English Learner		English Learner Free or Reduced Lunch			vidual ion Plan
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	74.17%	65.80%	84.69%	79.69%	77.49%	69.06%
Grades 7-8	63.19%	62.94%	75.57%	76.99%	61.09%	62.61%
Grade 11	49.21%	58.23%	68.09%	76.11%	50.05%	58.85%
			Eugo ou	Reduced	Indi	vidual
2016-2017	English	English Learner		nch		ion Plan
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	77.40%	70.08%	86.60%	82.23%	80.31%	72.93%
Grades 7-8	67.79%	67.57%	78.62%	79.86%	65.96%	67.29%
Grade 11	55.56%	63.45%	72.08%	79.10%	56.29%	64.00%
2017-2018	English Learner			Reduced nch		vidual ion Plan
	Math	Reading	Math	Reading	Math	Reading
Grades 3-6	80.63%	74.35%	88.52%	84.77%	83.12%	76.80%
Grades 7-8	72.39%	72.21%	81.68%	82.74%	70.82%	71.96%
Grade 11	61.91%	68.68%	76.07%	82.09%	62.54%	69.14%

2.C Reward Schools

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

In order to understand the detailed steps and criteria Wyoming used to identify Reward schools, an explanation of how Wyoming ranked all schools to determine Reward, Focus, and Priority status is provided.

Data Analysis Methodology for Ranking Schools to Determine Reward, Focus, and Priority Schools under ESEA Flexibility

Achievement Ranking and Achievement Gap Determinations

Wyoming will be using the data set that it has traditionally used to make accountability determinations in the past. This means that for determining Reward, Focus, and Priority schools under ESEA Flexibility, Wyoming will be using the data set from the Proficiency Assessment for

Wyoming Students (PAWS) assessment that include the students who meet the full-academic year definition only. Student data for students who do not meet the full academic year definition are not included in accountability determinations.

"Full academic year" will be defined for Wyoming accountability as being enrolled in the same school on October 1 and on the day that is the midpoint of the testing window for each test used in the computation of school performance levels. Students who were not at the school for the full academic year will be excluded from school performance level computations.

Methodology for Ranking of Schools

Data used is from the 2010-2011 and 2011-2012 school years. Once the 2012-2013 data is available, ranking will be done using that data as well to include in the identification of school categories during the 2013-2014 school year.

Controlling for Grade in School. The percentage of student's proficient or above has varied as a function of school grade from the onset of PAWS testing. Focusing solely on the percentage of students proficient or above without somehow controlling for the number of students tested at each grade at the schools would likely result in some schools scoring better or worse simply as a function of how many tested students were in which grades. Therefore, steps were taken to control grade in school of tested students. Functionally this was accomplished by subtracting the percentage proficient and above within each grade at the school from the percentage proficient and above within the same grades statewide.

- 1. The statewide percentage of all students with proficient and above scores was computed for each grade in reading and in mathematics.
- 2. The percentage of all students with proficient and above scores at each school was computed for each grade in reading and in mathematics.
- 3. The percentage of tested students from each grade at each school was computed for reading and for mathematics.
- 4. A weighted average statewide percent proficient and above was computed to produce the percent proficient and above from which the school's percent proficient and above would be subtracted. This difference is the school's proficiency index for the content area (i.e., reading or mathematics) The proportion of students in each grade represented in the weighted average statewide percent proficient and above matches the proportion of students in each grade at the school. See the example below:

Table 21. Hypothetical Data for Single Content Area Example

	School				Statewide
Grade	Number of	Percent of	Number	Percent	Percent
Grade	Students	Number of	Proficient	Proficient	Proficient
		students	and Above	and Above	and Above
4	20	40%	15	75%	60%
5	30	60%	15	50%	50%
Total	50	100%	30	60%	

Example of Computing a School Proficiency Index for a Content Area

Step 1 – For Grade 4 the proficiency index for this content area would be the percent of the total number of tested students in the school (i.e., percent of total n) times the percent of those students that were proficient or above statewide in Grade 4 (i.e., 40% * 60% = 24%).

Step 2 – For Grade 5 the proficiency index for this content area would be the percent of the total number of students in the school (i.e., percent of total n) times the percent of those students that were proficient or above statewide in Grade 5 (i.e., $60\% \times 50\% = 30\%$).

Step 3 – Compute statewide percent proficient and above to which the school will be compared. To do this, the results of step 1 and step 2 are summed (i.e., 24% + 30% = 54%).

Step 4 – Compute the school's proficiency index for this content area. This is done by subtracting the results from Step 3, the statewide percent proficient and above to which the school will be compared, from the total percent proficient and above at the school (i.e., 60% - 54% = 6%). The schools proficient index for this content area would be 6%.

Percent proficient and above at the school – Result of step 3 (60% - 54% = 6%)

5. **School PAWS Proficiency Index:** Schools will be ranked on the school PAWS proficiency index. This index is the average of the proficiency index for reading and the proficiency index for mathematics. The school with the largest proficiency index score would be considered the highest performing school and the school with the lowest proficiency index score would be the lowest performing school. Proficiency index scores for schools will be both positive and negative because they represent the difference between overall state performance and a school's performance. This is because roughly half of the schools will perform above the statewide result and roughly half will perform below the statewide result.

In future years, when science and writing are included in accountability under WAEA, scores for these content areas will be included in this system to establish a school proficiency index.

Priority schools based on achievement

The ranking described above will be used to determine the Priority schools that are in the category of those schools that are among the lowest five percent of Title I schools in the state based on the achievement of the "all students" group in terms of proficiency on statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group. Priority schools that are selected based on low achievement will be among the lowest five (5) percent of Title I schools in the ranking. In addition, comparison of ranking over two years will provide an indication of whether the school is appropriately identified. This can further be compared to the achievement gap / improvement frequency table being used to identify schools with significant achievement gaps. Priority schools should be included with those schools with high achievement gaps in the "all students" group as compared to the state average, that show little or no progress (Top left of table, see description below).

Focus schools based on achievement gaps

Achievement gap determinations will be done using the same data set as is used for ranking. Only students that meet the full academic year requirement will be included in achievement gap determinations. Wyoming will calculate achievement gaps by first determining the state average of proficient or advanced for the "all students" group. Then the average for each subgroup in each school, including the "all students" group in each school will be calculated. The average for each subgroup will be compared to the average for the "all students" group at the state level to determine the achievement gap for each subgroup.

NOTE: Wyoming has chosen not to use within school achievement gap comparisons for specific reasons.

First, the unique geography and demographics of Wyoming need to be considered. Geographically, Wyoming is approximately 400 miles long and 300 miles wide (actual size is 97,914 square miles). According to the 2010 census, the population of Wyoming is 563,626. That equates to 5.75 persons per square mile. There are only nine cities in Wyoming that have a population larger than 10,000. Demographically, there are approximately 87,000 students in Wyoming schools, spread over this vast area, which makes Wyoming a largely rural / small school state. There are 48 school districts and approximately 350 schools in Wyoming. Half of the school districts in Wyoming (24) have fewer than 1000 students and only two (2) have more than 10,000 students. Because of the rural, small nature of many school districts and schools, Wyoming has a significant number of schools where the all student group fits totally or almost totally into a single subgroup, or where subgroup sizes are too small for reporting because of FERPA reasons. For example, the elementary school in one of our reservation school districts has one white student and the rest of the student population is Native American. We cannot report out on the one student in the race/ethnicity category of white for this school and the Native American subgroup is basically equivalent to the "all students" group. This means that a within school achievement gap analysis would show that the Native American subgroup is performing as well as the "all students" group (the only two reportable groups) and there would be no achievement gap. When in actuality, when the all student group and the Native American subgroup are compared to the state average, an achievement gap can be established. In addition, at the state level, we have at least one subgroup for which we don't have sufficient numbers to report results on because of FERPA reasons.

Second, if we did calculate within school achievement gaps, only schools with large student populations would have sufficient numbers in subgroups to report achievement gaps. This is because of the distribution of the population in Wyoming and the tendency for smaller school sizes in the more rural areas, as well as the lack of diversity in those smaller, rural communities. This would result in only schools in our largest school districts being identified as focus schools.

Third, comparing a school's subgroup to the state average for the "all students" group avoids issues related to duplicate counts of students in subgroups (i.e. a single student may fit into the following subgroups: Hispanic, EL, Free and Reduced Lunch, and a student with disabilities) and comparisons subgroups that may not be relevant to school improvement efforts.

Wyoming will use a frequency distribution table that looks at both achievement and progress to

identify Focus schools based on achievement gaps, and whether or not those gaps have been closing over two years. The table will have five cells across and five cells down. The frequency distribution will include 12.5% of the total number of schools at each end (high or low gap/progress), 20% for the adjacent cells moving toward the middle, and 35% for the middle cells (see example chart below). The frequency distribution will be done in such a way that those outliers, the schools with the highest achievement gaps over a number of years, will be identified by being included in the "most negative gap, most negative progress" cells (top left). Because Wyoming has chosen to not do within school comparisons, these same cells should also correspond to the Priority schools based on achievement in the "all students" group.

Two tables will be created, one for the "all students" group and one that includes all subgroups.

Table 22. Decision Table for Relationship of Gap Size Versus Progress (performance gap-and-progress frequency distribution table)

Gap Size Rank						
		Most				Most
		Negative				Positive
Progress Rank	% of Schools	12.5%	20%	35%	20%	12.5%
Most Negative	12.5%					
	20%					
	35%					
	20%					
Most Positive	12.5%					

Reward schools - highest performing and high progress based on achievement

Wyoming will use the achievement ranking of the "all students" group and all subgroups as compared to the state average of the "all students" group to identify highest performing schools. Schools that are ranked among the top ten (10) percent of Title I schools may be included in the group of Reward schools. These schools will be cross-referenced with the frequency tables used in the achievement gap analysis to ensure that there are no significant achievement gaps across subgroups that are not closing.

Table 22 will be used for achievement gap analysis to determine high progress Reward schools. The "all students" group frequency table will be examined to determine which Title I schools are in the high achieving area and have made high progress as well. Those Title I schools that fall in the lower right cells (most positive gap – most positive progress) may be included in the high progress Reward school category. These schools will be cross-referenced with the frequency tables used in the achievement gap analysis to ensure that there are no significant achievement gaps across subgroups that are not closing.

In order to be sure to include schools in both categories of Reward schools, Wyoming will identify high progress schools first (since both highest performing and high progress schools might both qualify as highest performing, but not both as high progress). Highest performing schools will be identified second. If at all possible, an equal number of schools will be identified in each category.

Graduation Rate Analysis

Wyoming will be using graduation rate data from over a number of years to make determinations of Priority and Focus schools based on the definitions in this document. Graduation rates data from 2009-2010, 2010-2011, and 2011-2012 will be used when examining graduation rates over time

Some schools may be identified as Priority schools if they are Title I funded or eligible and have graduation rates of less than 60 percent over the three years of data examined. Those that are not identified as Priority schools, that are Title I funded and have graduation rates of less than 60 percent over the three years of data, may be included in the list of Focus schools.

Some schools may also be identified as Focus schools at the high school level, if these schools have the largest gaps in graduation rates between subgroup or subgroups and the state average of the "all students" group over a number of years. To determine this, Wyoming will look at the graduation rates using the same type of system that is described for achievement gap analysis, but will use graduation rate data instead of achievement data. Those Title I high schools that show the highest gap/lowest progress in graduation rates between the state average of the "all students" group and subgroup or subgroups may be included in the list of Focus schools.

Methodology used to identify a school as a Reward school:

The total amount of Reward schools is to be at least equivalent to 10% of Title I funded schools. Approximately half the Reward schools will first be identified via positive progress criteria and then the second half will be identified via positive performance gap criteria

Step 1: Assessment Data, All Students Analysis for Positive Progress

Criteria for a school to be identified as a Reward school for Positive Progress:

- 1) School is Title I Funded in the current school year
- 2) In the performance gap-and-progress frequency distribution category table the school is:
 - a. In cell 5-5 (gap-progress) or
 - b. In cell 5-4 (gap-progress) or
 - c. In cell 4-5 (gap-progress) or
 - d. In cell 4-4 (gap-progress)
- 3) Schools falling in any of these gap-progress cells are then prioritized by actual performance gap percentage beginning with the most positive gap, to approximately the equivalent of 5% of Title I funded schools, and identified as Reward schools based on positive progress. Approximately half of the Reward schools will have been identified upon completion of this step.

Step 2: Assessment Data, All Students Analysis for Positive Performance Gap

Criteria for a school to be identified as a Reward school for Positive Performance Gap:

- 1) School was not already identified as a Reward school for positive progress
- 2) School is Title I Funded in the current school year

- 3) Schools are prioritized by the average of the prior and current years' performance gaps beginning with the most positive two year average, to approximately the to the equivalent of 5% of Title I funded schools and identified as Reward schools based on positive progress.
 - a. Enough schools must be identified as Reward schools based on positive progress to ensure at least the equivalent to 10% of Title I funded schools have been identified as Reward schools (combination of schools identified under positive progress and positive performance gap criteria)
 - b. The number of years averaged is subject to change once more than two years of data are available for consideration

The methodology described above has been used to identify the Reward schools included in this application. It must be noted, that as the WAEA system develops, it is possible that there may be changes to the way WDE identifies Reward schools.

- 2.C.ii Provide the SEA's list of reward schools in Table 23.
- 2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Wyoming will identify, at minimum, ten percent of Title I schools as Reward or recognition schools. Wyoming's proposed reward and recognition system, called Wyoming's Title I Schools of Excellence program includes methods to properly recognize these schools. Upon identification, award letters will be sent to each school and district notifying them that their school(s) has been chosen as a Title I School of Excellence. These letters will come from WDE and be signed by the director of the department. These schools will also be recognized through a Memorandum to District Superintendents, a press release, and posting on the WDE web site. In addition, starting with the Spring 2014 NCA School Improvement Conference each year, during the awards banquet, the WDE will provide certificates or plaques to each Title I School of Excellence. The WAEA requires that schools that are in the category of Exceeds Expectations document effective practices and communicate these practices to other schools in the state. Something similar to this is already being done at the Spring NCA School Improvement Conference. The conference organizers choose a number of high performing schools and invite them to come and share effective practices. The WAEA Exceed Expectations schools and Wyoming's Title I Schools of Excellence will provide the NCA School Improvement Conference organizers a sufficient list of high performing or high progress schools to look at when selecting which schools to invite to share effective practices.

In addition, the Title I Schools of Excellence will qualify to apply to be one of the two National Title I Distinguished Schools that represent Wyoming at the National Title I Conference. Wyoming awards \$3000 to each National Title I Distinguished School to help cover travel costs to send a team to the National Title I meetings. Wyoming's Title I Schools of Excellence may also be able to qualify for the National Blue Ribbon Schools Program. In order to qualify for the National Blue Ribbon Schools Program, however, the schools would need to be among one of the top three schools in the state and meet the other requirements for qualification in this program. These programs are used to honor schools that make significant progress in closing the achievement gap or for the schools whose students achieve at high levels.

2.D Priority Schools

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

A description of Data Analysis Methodology for Ranking Schools to Determine Reward, Focus, and Priority Schools under ESEA Flexibility is provided in sections 2.C.i. A description of the methodology used to identify both Focus and Priority schools is included here as there is some overlap in the steps.

Methodology used to identify as school as a Priority or Focus school in the following school year:

Step 1: Graduation Rate Analysis

Criteria for a school to be identified as a Priority or Focus school:

- 1) School is Title I Funded or Eligible in the current school year
- 2) School has at least 6 expected graduates in each of the last three years
- 3) School has graduation rates less than 60% for the "all students" group in each of the last three years
- 4) School is not already an active cohort 2 or 3 SIG school (these are schools that are already identified as Priority schools because they will continue to receive SIG funds in the 2013-2014 school year)

When the above criteria are met, status is assigned via the following additional consideration:

- 1) If the school is currently a cohort 1 SIG school, the school will not be identified as a Priority school, but will automatically be identified as a Focus school
- 2) Otherwise, the school is identified as a Priority school up to the equivalent of 5% of Title I funded schools
- 3) Title I funded schools not identified as Priority in the previous step will be identified as Focus schools up to the equivalent of 10% of Title I funded schools

Step 2: Assessment Data, All Students Analysis

Criteria for a school to be identified as a Priority or Focus school, if additional schools are required to be identified:

- 1) School is not already identified as a Priority or Focus school via the graduation rate analysis
- 2) School is Title I Funded in the current school year
- 3) In the performance gap-and-progress frequency distribution category table the school is:
 - a. In cell 1-1 (gap-progress) or

- b. In cell 1-2 (gap-progress) or
- c. In cell 2-1 (gap-progress)

When the above criteria are met, status is assigned via the following additional consideration:

- 1) If additional Priority schools need to be assigned following identification during the graduation rate analysis, they are prioritized by cell placement (1-1, 1-2, then 2-1) and then actual gap percentage beginning with the most negative gap up to the equivalent of 5% of Title I funded schools
- 2) Schools not identified as Priority in the previous step are identified as Focus schools up to the equivalent of 10% of Title I funded schools

Step 3: Assessment Data, Subgroup Analysis

Criteria for a school to be identified as a Focus school, if additional schools are required to be identified:

- 1) School is not already identified as a Priority or Focus school via the graduation rate analysis or the Assessment Data, All Students Analysis
- 2) School is Title I Funded in the current school year
- 3) In the performance gap-and-progress frequency distribution category table a subgroup in the school is:
 - a. In cell 1-1 (gap-progress) or
 - b. In cell 1-2 (gap-progress)

When the above criteria are met, status is assigned via the following additional consideration:

- 1) Only enough schools needed to meet the requirement are identified as Focus schools, prioritized on cell placement (1-1 then 1-2) and then actual gap percentage beginning with the most negative gap, up to the equivalent of 10% of Title I funded schools
- 2) If the preceding step does not result in identification of the required number of Focus schools, schools in cell placement 2-1 (gap-progress) are considered in the same manner

2.D.ii Provide the SEA's list of priority schools in Table23.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

This information is included in section 2.A.i, but is included here as well for ease of reference.

Schools identified as Focus and Priority schools will minimally be required to implement turnaround principles discussed in this ESEA Flexibility Waiver application. The WAEA requires liaisons (WDE will use coaches in the 2013-2014 school year) that are assigned by WDE or districts to work with Priority and Focus schools in the development of an improvement plan. Page 5 of attachment 12 (WAEA) specifies that the improvement "plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to

increase performance." It further goes on to say that the Director of WDE shall appoint a representative from WDE to serve as a liaison (page 6, attachment 12) "between the school district leadership and the department" to "review and approve improvement plans submitted by schools." Resources requested in the improvement plan need to be for interventions that are based upon a comprehensive review of the available research and need to be commensurate with the level of intervention, support and consequences required to be administered under WAEA. The implementation of such strategies is designed to improve the academic achievement of students. In order to ensure a school is effectively implementing the turnaround principles, and the implementation results in academic progress, it will be required of schools to report their results regularly to the WDE. The turnaround principles to be implemented are as follows:

- 1. Provide the school with strong leadership. Once the current leadership is reviewed, this will involve one of two processes: (1) replace the current principal; or (2) WDE will work with the LEA and school to provide training for the principal if needed, as well as determine what criteria should be met in order to provide flexibility for the current principal in the areas of scheduling, staff, curriculum, providing professional development to staff, and budget;
- 2. Ensuring teachers are able to improve instruction and provide effective teaching methods by: (1) providing on-going professional development informed by the teacher evaluation process and support system, and tied to teacher and student needs;(2) reviewing the quality of all staff; those positions maintained should be those who can demonstrate effective teaching methods and will be successful in the turnaround of the school; and (3) preventing ineffective teachers from transferring to these schools;
- 3. Redesigning the school day, week, or year to include additional learning services for students and/or teacher collaboration;
- 4. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- 5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
- 6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- 7. Providing ongoing mechanisms for family and community engagement.

Title 1 Planning and Reporting for Priority and Focus Schools:

The WDE will utilize various methods in order to ensure Priority and Focus schools have effectively established the turnaround processes and are able to demonstrate progress.

First, the WDE realizes that each Priority and Focus school has unique needs and situations. Therefore, in order to prevent a "blanket approach" for the methods all Priority and Focus schools should follow, Priority and Focus schools will be required to conduct a self-assessment based on their needs according to the 10 Indicators of Effective Practice. The Indicators are defined in *The High Performing School-Benchmarking the 10 Indicators of Effectiveness*. These indicators and the associated characteristics are aligned to AdvacEd accreditation, Wyoming and Federal Statute, and the Wyoming Comprehensive Accountability Framework. In addition, it should be noted that each of the turnaround principles are included in the ten indicators, either as an indicator or a characteristic.

The ten indicators that the needs assessment will be based on are as follows:

- 1. Written Curriculum;
- 2. Instructional Program;
- 3. Student Assessment;
- 4. School Leadership;
- 5. Strategic Planning;
- 6. Professional Development;
- 7. Student Engagement, Connectedness and Readiness;
- 8. School Environment;
- 9. Family and Community Involvement;
- 10. District Support

In order to assist schools with determining weaknesses and assessing the areas in need of assistance, each Priority and Focus school will be assigned a school evaluation team and coach in the 2013-2014 school year (liaisons will be assigned according to WAEA during the 2014-2015 school year). The school evaluation team and coach or liaison will work together to determine the appropriate approaches to address the needs of each school.

In addition to providing a comprehensive needs assessment, the school will also be responsible for providing goals and its own evaluation process (to determine if school officials have made satisfactory progress). Once the school evaluation team and coach/liaison complete the needs assessment, goals, and evaluation, it will be submitted to the WDE for review. This will ensure the plan meets all regulatory standards and provisions. Once the WDE has reviewed and approved the plan, the school evaluation team and coach/liaison will implement the changes deemed necessary. If, however, the changes are not deemed appropriate by the WDE, the State will work with the school, school evaluation team, and coach/liaison to ensure a satisfactory plan is executed. It should be noted that school improvement plans are required for accreditation and for all schools except Exceeds Expectations schools under WAEA. Exceeds Expectations schools are required to identify the best practices in their school to disseminate to other schools in the state. In order to assist each school with tracking its improvement, the WDE is looking into an online tracking system. Providing the Academic Development Institute agrees, the ten indicators listed above will be loaded into their online tracking system, Indistar. This system would support a tailored and unique plan for each school that allows the State to provide the framework for the processes (i.e. the turnaround principles and ten indicators), but allows each school to input their own processes to meet the framework. In addition to providing an online system for the school's improvement plan, it also allows the school evaluation team and coach/liaison a place to monitor the advancements the school makes toward the plan set in place. Indistar also provides evaluators to assist the teams with coaching comments regarding the progress being made.

Monitoring Priority and Focus Schools Through Indistar:

As mentioned above, the WDE plans to utilize the online tracking system Indistar for use with Priority and Focus schools. Indistar will allow the coaches/liaisons and school evaluation team, as well as the WDE, to monitor the effectiveness of the procedures implemented by the teams via the progress entered into the system. The WDE will assign a member of the team to periodically check the status of the improvement plan in place, and if the school cannot provide verification that it

successfully implemented the plan, changes will be made to the processes to ensure the school demonstrates success.

Financial Support for Priority and Focus Schools:

Funding for the implementation of the turnaround principles in Priority and Focus schools will be provided through either funds WDE will require that districts with Priority and Focus schools set aside, or with Title I 1003(a) funds a school might receive, which are available through a competitive grant process. Priority and/or Focus schools that receive Title I 1003(a) funds will be required to implement the turnaround principles discussed above.

Additionally, Priority schools may also, through a competitive grant process, apply for Title I 1003(g), school improvement grant (SIG) funds. Schools that receive SIG funds will be required to implement one of the four models (closure, restart, turnarounds, or transformation) associated with those funds and meet the requirements of those grants.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Upon identification of Priority schools, the WDE will work with each LEA to ensure the turnaround principles are implemented in each of the necessary schools starting with the 2013-2014 school year. Below are the timelines for the implementations of the turnaround principles in priority schools.

Projected Timeline for Implementation						
April 2013	Identification of Focus and Priority schools					
May-July, 2013	Turnaround principles and interventions trainings (Initial trainings in May/June and we will provide a training at our Summer Technical Assistance Retreat in July, and additionally as needed)					
Fall 2013	Implementation of turnaround principles in Priority schools and appropriate interventions in Focus schools. Schools may also apply for 1003(a) and 1003(g) funding.					
School Year 2013-2014	Assign Priority schools coaches for 2013-2014 school year at the beginning of the year to coordinate/monitor implementation of procedures. Liaisons will be assigned beginning of school year 2014-2015. Make 1003 (a) and 1003(g) SIG awards for Priority schools for up-coming year as result of competition. Competition will open ASAP once Wyoming's ESEA Flexibility Waiver is granted. Priority schools will be required to					

	implement an improvement model at the beginning of the school year if receiving 1003(g) funds.	
Ongoing	Provide support, technical assistance, and monitoring to Priority schools	

The above processes will be repeated each year to ensure Priority schools implement the necessary turnaround principles. In addition, the WDE will be providing continuous support to all Priority schools to ensure trainings are up-to-date and accessible to all schools in need. Priority schools will be required to implement the turnaround principles for at least three years following identification.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Priority schools will remain in Priority school status for at least three years upon identification as a Priority school, except currently implementing SIG schools. Currently implementing SIG schools will exit Priority status after three years, but may be included in the list of Focus schools if the school qualifies for that status. After two years in Focus school status, a previous SIG school may again qualify to become a Priority school.

In order to exit Priority school status, low-achieving schools or schools with less than 60% of students graduating, must:

- 1. Increase the graduation rate to above 60% for two consecutive years; or
- 2. Remain out of the lowest-achieving schools' category (bottom 5% of schools) for two consecutive years.

In essence, in order for a Priority school to exit Priority school status, for two consecutive years, the school needs to improve sufficiently so that it is no longer identified as a Priority school based on the methodology used to identify Priority schools.

The above indicators are achievable benchmarks for the schools to be working towards. Not only are the indicators achievable, we believe schools will strive to seek the improvement needed to be removed from the Priority schools category.

2.E Focus Schools

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

A description of Data Analysis Methodology for Ranking Schools to Determine Reward, Focus, and Priority Schools under ESEA Flexibility is provided in sections 2.C.i. This same information

is also included in section 2.D.i. A description of the methodology used to identify both Focus and Priority schools is included here as there is some overlap in the steps.

Methodology used to identify as school as a Priority or Focus school in the following school year:

Step 1: Graduation Rate Analysis

Criteria for a school to be identified as a Priority or Focus school:

- 5) School is Title I Funded or Eligible in the current school year
- 6) School has at least 6 expected graduates in each of the last three years
- 7) School has graduation rates less than 60% for the "all students" group in each of the last three years
- 8) School is not already an active cohort 2 or 3 SIG school (these are schools that are already identified as Priority schools because they will continue to receive SIG funds in the 2013-2014 school year)

When the above criteria are met, status is assigned via the following additional consideration:

- 4) If the school is currently a cohort 1 SIG school, the school will not be identified as a Priority school, but will automatically be identified as a Focus school
- 5) Otherwise, the school is identified as a Priority school up to the equivalent of 5% of Title I funded schools
- 6) Title I funded schools not identified as Priority in the previous step will be identified as Focus schools up to the equivalent of 10% of Title I funded schools

Step 2: Assessment Data, All Students Analysis

Criteria for a school to be identified as a Priority or Focus school, if additional schools are required to be identified:

- 4) School is not already identified as a Priority or Focus school via the graduation rate analysis
- 5) School is Title I Funded in the current school year
- 6) In the performance gap-and-progress frequency distribution category table the school is:
 - a. In cell 1-1 (gap-progress) or
 - b. In cell 1-2 (gap-progress) or
 - c. In cell 2-1 (gap-progress)

When the above criteria are met, status is assigned via the following additional consideration:

- 3) If additional Priority schools need to be assigned following identification during the graduation rate analysis, they are prioritized by cell placement (1-1, 1-2, then 2-1) and then actual gap percentage beginning with the most negative gap up to the equivalent of 5% of Title I funded schools
- 4) Schools not identified as Priority in the previous step are identified as Focus schools up to the equivalent of 10% of Title I funded schools

Step 3: Assessment Data, Subgroup Analysis

Criteria for a school to be identified as a Focus school, if additional schools are required to be identified:

- 4) School is not already identified as a Priority or Focus school via the graduation rate analysis or the Assessment Data, All Students Analysis
- 5) School is Title I Funded in the current school year
- 6) In the performance gap-and-progress frequency distribution category table a subgroup in the school is:
 - a. In cell 1-1 (gap-progress) or
 - b. In cell 1-2 (gap-progress)

When the above criteria are met, status is assigned via the following additional consideration:

- 3) Only enough schools needed to meet the requirement are identified as Focus schools, prioritized on cell placement (1-1 then 1-2) and then actual gap percentage beginning with the most negative gap, up to the equivalent of 10% of Title I funded schools
- 4) If the preceding step does not result in identification of the required number of Focus schools, schools in cell placement 2-1 (gap-progress) are considered in the same manner
- 2.E.ii Provide the SEA's list of focus schools in Table 23.
- 2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA's focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Upon identification of Focus schools, the WDE will work with each LEA to ensure the turnaround principles are implemented in each of the necessary schools starting with the 2013-2014 school year. Below are the timelines for the implementations of the turnaround principles in Focus schools.

Projected Timeline for Implementation				
April 2013	Identification of Focus and Priority schools			
May-July, 2013	Turnaround principles and interventions			
	trainings (Initial trainings in May/June and we			
	will provide a training at our Summer			
	Technical Assistance Retreat in July, and			
	additionally as needed)			
Fall 2013	Implementation of appropriate interventions			
	(which may include implementing the			
	turnaround principles) in Focus schools. These			
	schools may also apply for 1003(a) funding.			
School Year 2013-2014	Assign Focus schools coaches for 2013-2014			
	school year at the beginning of the year to			
	coordinate/monitor implementation of set			
	procedures (liaisons will be assigned beginning			

	of school year 2014-2015). Run the 1003(a) competitive grant, Focus schools may, but are not required to apply. Award as soon as the WDE committee reviews and approves each grant. Focus schools will be required to implement the turnaround principles at the beginning of the school year.
Ongoing	Provide support, technical assistance, and
	monitoring to Focus schools.

The above processes will be repeated each year to ensure Focus schools implement the necessary turnaround principles. In addition, the WDE will be providing continuous support to all Focus schools to ensure trainings are up-to-date and accessible to all schools in need.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

In order to exit Focus school status, a school must make significant enough progress in closing achievement gaps or improving graduation rates so that it is not identified in the list of Focus or Priority schools for at least two consecutive years.

In essence, in order for a Focus school to exit Focus school status, for two consecutive years, the school needs to improve sufficiently so that it is no longer identified as a Focus school based on the methodology used to identify Focus schools.

The above indicators are achievable benchmarks for the schools to be working towards. Not only are the indicators achievable, schools will strive to seek the improvement needed to be removed from the Focus schools category.

Table 23: Reward, Priority, and Focus Schools

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

The WDE is exploring the development of a transitional system to identify schools by performance category for the 2013-2014 school year in order to meet the requirements of ESEA Flexibility. The list of schools is not available at this time.

TABLE 23: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Albany County School District #1	Rock River Elementary	00453	В		
Big Horn County School District #1	Burlington Middle	00477	В		
Big Horn County School District #1	Burlington Elementary	00049	В		
Big Horn County School District #2	Lovell Elementary	00056	A		
Big Horn County School District #3	Greybull Middle	00378	A		
Campbell County School District #1	Meadowlark Elementary	00069			F
Carbon County School District #1	Cooperative High	00147		Е	
Carbon County School District #1	Sinclair Elementary	00034			F
Carbon County School District #2	Hannah Elementary	00085	A		
Converse County School District #1	White Elementary	00135			F
Crook County School District #1	Hulett School	00407			F
Fremont County School District #1	Pathfinder High School	00154		D-1	

Fremont County School District #2	Dubois Elementary	00432	В		
Fremont County School District #6	Wind River Elementary	00160	A		
Fremont County School District #14	Wyoming Indian High	00441		D-1	
Fremont County School District #14	Wyoming Indian Elementary	00226		С	
Fremont County School District #21	Fort Washakie Middle	00370			F
Fremont County School District #21	Fort Washakie Elementary	00498			F
Fremont County School District #25	Rendezvous Elementary	00220			F
Fremont County School District #25	Jackson Elementary	00290	A		
Fremont County School District #38	Arapahoe Charter High School	00367		D-1	
Goshen County School District #1	La Grange Elementary	00475	В		
Laramie County School District #1	Triumph High	00092			H-2
Laramie County School District #1	Johnson Junior High	00094			F
Laramie County School District #1	Pioneer Park Elementary	00118			F
Laramie County School District #1	Fairview Elementary	00108			F
Laramie County School District #1	Rossman Elementary	00119			F
Lincoln County School District #1	Kemmerer Alternative	00358		Е	
Lincoln County School District #2	Swift Creek High	00193		D-2	

TOTAL # of Schools:			18	9	18
District #2					
Washakie County School	Ten Sleep K-12	00393	A		
District #1	Elementary				
Uinta County School	Uinta Meadows	00414	A		
District #1	Elementary	007 77			1
Uinta County School	North Evanston	00433			F
Uinta County School District #1	Horizon Alternative School	00376		D-2	
Sweetwater County School District #2	Washington Elementary	00332			F
District #1	J				
Sweetwater County School	Overland Elementary	00301			F
Sweetwater County School District #1	Desert View Elementary	00298			F
Sheridan County School District #2	Woodland Park Elementary	00322	В		
Sheridan County School District #2	Sagebrush Elementary	00474	В		
District #2	Elementary				
Sheridan County School	Highland Park	00317	В		
Sheridan County School District #2	Henry A. Coffeen Elementary	00316	A		
Sheridan County School District #2	The Wright Place	00140	A		
Park County School District #1	Parkside Elementary	00281	В		
Niobrara County School District #1	Niobrara County High	00214	D.	D-2	
Natrona County School District #1	Grant Elementary	00242		Da	F
Natrona County School District #1	Roosevelt High	00256			H-2

Total # of Title I schools in the State:174	
Total # of Title I-participating high schools in the State with graduation rates less than 60% for three years: _	3

Key

Reward School Criteria:

- A. Highest-performing school
- B. High-progress school

Priority School Criteria:

- **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group
- **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years
- **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years
- **E.** Cohort 2 or Cohort 3 Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

- **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
- **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- **H-1.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school
- **H-2.** Cohort 1 Tier I or Tier II SIG school implementing a school intervention model

2.F Provide Incentives and Supports for other Title I Schools

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Schools not identified as Priority or Focus schools that are not making progress in improving student achievement and narrowing achievement gaps will be required to develop a school improvement plan and implement school improvement interventions appropriate to the needs of the students and teachers. All schools are required to develop and implement school improvement plans for accreditation and under the Wyoming Accountability in Education Act (WAEA) all schools, except Exceed Expectations schools, are required to develop improvement plans. These plans and their implementation have been discussed already.

The WAEA requires the liaisons (WDE will use coaches in the 2013-2014 school year) that are assigned by WDE or districts to work with all schools, except Exceeds Expectations schools, in the development of an improvement plan. Page 5 of WAEA (attachment 12) specifies that the improvement "plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance." It further goes on to say that the Director of WDE shall appoint a representative from WDE to serve as a liaison (page 6, attachment 12) "between the school district leadership and the department" to "review and approve improvement plans submitted by schools." Resources requested in the improvement plan need to be for interventions that are based upon a comprehensive review of the available research and need to be commensurate with the level of intervention, support and consequences required to be administered under WAEA. The work that will be done with these schools is similar to the work done with Priority and Focus schools, but because of the nature of these schools being in a better state of performance, will not be as intensive.

The implementation of strategies associated with a school's improvement plan is designed to improve the academic achievement of students. In order to ensure a school is effectively implementing the turnaround principles necessary to improve achievement, it will be required of schools to report their results regularly to the WDE through the coaches or liaisons. The turnaround principles to be implemented are as follows:

- 1. Provide the school with strong leadership. Once the current leadership is reviewed, this will involve one of two processes: (1) replace the current principal; or (2) WDE will work with the LEA and school to provide training for the principal if needed, as well as determine what criteria should be met in order to provide flexibility for the current principal in the areas of scheduling, staff, curriculum, providing professional development to staff, and budget;
- 2. Ensuring teachers are able to improve instruction and provide effective teaching methods by: (1) providing on-going professional development informed by the teacher evaluation

process and support system, and tied to teacher and student needs;(2) reviewing the quality of all staff; those positions maintained should be those who can demonstrate effective teaching methods and will be successful in the turnaround of the school; and (3) preventing ineffective teachers from transferring to these schools;

- 3. Redesigning the school day, week, or year to include additional learning services for students and/or teacher collaboration;
- 4. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- 5. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
- 6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- 7. Providing ongoing mechanisms for family and community engagement.

General Planning and Reporting for Schools:

The WDE will utilize various methods in order to ensure schools have effectively established the turnaround processes and are able to demonstrate progress.

First, the WDE realizes that each school has unique needs and situations. Therefore, in order to prevent a "blanket approach" for the methods all schools should follow, schools will be required to conduct a self-assessment based on their needs according to the 10 Indicators of Effective Practice. The Indicators are defined in *The High Performing School-Benchmarking the 10 Indicators of Effectiveness*. These indicators and the associated characteristics are aligned to AdvacEd accreditation, Wyoming and Federal Statute, and the Wyoming Comprehensive Accountability Framework. In addition, it should be noted that each of the turnaround principles are included in the ten indicators, either as an indicator or a characteristic. The ten indicators that the needs assessment will be based on are as follows:

- 1. Written Curriculum;
- 2. Instructional Program;
- 3. Student Assessment;
- 4. School Leadership;
- Strategic Planning;
- 6. Professional Development;
- 7. Student Engagement, Connectedness and Readiness;
- 8. School Environment;
- 9. Family and Community Involvement;
- 10. District Support

In order to assist schools with determining weaknesses and assessing the areas in need of assistance, each school will be assigned a school evaluation team and coach in the 2013-2014 school year (liaisons will be assigned according to WAEA during the 2014-2015 school year). The school evaluation team and coach or liaison will work together to determine the appropriate approaches to address the needs of each school.

In addition to providing a comprehensive needs assessment, the school will also be responsible for providing goals and its own evaluation process (to determine if school officials have made satisfactory progress). Once the school evaluation team and coach/liaison complete the needs assessment, goals, and evaluation, it will be submitted to the WDE for review. This will ensure the plan meets all regulatory standards and provisions. Once the WDE has reviewed and approved the plan, the school evaluation team and coach/liaison will implement the changes deemed necessary. If, however, the changes are not deemed appropriate by the WDE, the State will work with the school, school evaluation team, and coach/liaison to ensure a satisfactory plan is executed. It should be noted that school improvement plans are required for accreditation and for all schools except Exceeds Expectations schools under WAEA. Exceeds Expectations schools are required to identify the best practices in their school to disseminate to other schools in the state.

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
 - i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Monitoring

The timely and comprehensive monitoring of the implementation of interventions in Priority and Focus schools will be incorporated into the Wyoming Department of Education's already existing Consolidated Grant Monitoring Process.

The WDE is required to monitor the programs and uses of funds of all federal programs under the Elementary and Secondary Education Act (ESEA). The Citation for this requirement is Education Department of General Administration (EDGAR) Section 80.40, NCLB Section 9304(a), and McKinney-Vento statute Section 722(g)(2).

Districts complete a Programmatic and Fiscal Desk Audit for their Consolidated Grant (CG) funds on a 3-year, rotating cycle – 16 districts are reviewed each year. The Programmatic and Fiscal Desk Audits will be conducted annually for the implementation of interventions in Priority and Focus schools in a similar manner to how school improvement interventions are currently monitored. The Desk Audit is due to the WDE by the week of November 15 each year for the 16

districts on rotation. Priority and Focus schools being monitored in addition to districts are expected to provide documentation, either in paper or electronic format, on all highlighted sections within the Desk Audit. (The WDE will develop the Desk Audit Review Form for the Priority and Focus schools during the 2013-2014 school year to be used in monitoring the implementation of interventions during that school year.) The Desk Audit is then reviewed by the respective WDE Federal Program Manager by the second week in December. Program Managers evaluate all indicators that relate to their specific program and record whether the district is in compliance or not for each indicator on the WDE Desk Audit Review Form. All notes throughout the monitoring process are recorded on this form by each Program Manager, and used to produce follow up documentation and a Corrective Action Plan information when appropriate.

After this review, all WDE Program Managers meet as a group to discuss the documentation that was sent in, their individual concerns or issues, and then determine, as a group, which districts should be scheduled for an on-site follow-up visit for a more in depth review of Desk Audit indicators. Reasons for a on-site follow-up may include, but are not limited to, missing or incomplete documentation, compliance issues, fiscal or programmatic concerns, reporting errors, failure to submit their CG Application on time, new staff and/or the need for fiscal or programmatic technical assistance, or other fiscal or programmatic issues that the each Program Manager has noted.

Districts that will be receiving an onsite follow-up visit will be notified by the WDE Consolidated Grant Manager before the districts winter break. Dates will be discussed and set-up so both the district and the WDE can plan for the upcoming on-site follow-up visit. Dates of the visits will occur during the spring semester.

By the end of January, detailed letters are sent out to the selected districts by the WDE Consolidated Grant Manager explaining what areas need further review and the on-site follow-up visits are then scheduled. Teams of Programs Managers then visit these selected districts and further review district documentation and programs. While on-site, Program Managers will review the additional indicators contained within the Desk Audit; these are the indicators for documentation that was not initially required to be sent in. Indicators of the Desk Audit for Focus and Priority schools related to making improvements in the areas for which the school was identified as a Focus or Priority school will be closely monitored. Further Actions Required for failing to make progress in the areas for which a school was identified may be to the extent of replacing the principal and other staff associated with the failure to make progress, modifying the curriculum, or other researched based interventions as identified by the liaison assigned to the school by WDE.

Upon completion of the monitoring visit, WDE Program Managers will meet with the district staff and discuss the initial summary of the monitoring results. The results of the review will be communicated in one of three ways:

Commendations - areas in which the district demonstrated an outstanding effort; **Further Actions Required** - areas in which the district is required to produce follow-up evidence in order to be in compliance with NCLB;

Recommendations - areas in which the district has met the NCLB requirements for

compliance, but could be improved.

Within thirty business days after the visit is completed, the district will receive a Monitoring Review letter from the WDE Consolidated Grant Manager. This letter details the findings of the visit and explains what further steps, if any, the district must take. If there are further actions required after the on-site visit, the school and/or district must submit a Corrective Action Plan specifying the actions it will take to bring the indicators into compliance. Upon receipt of the Monitoring Review, the district will have 45 business days to complete and submit to the WDE Consolidated Grant Manager a completed Corrective Action Plan. This plan will then be reviewed by the WDE Program Manager responsible for the program in which the non-compliance issue occurred. That Program Manager will then contact the district concerning the completion of the Corrective Action Plan. Once the program manager determines the district is in compliance, they then submit to the Consolidated Grant Manager that the district has completed their corrective action(s), and the district then receives a Corrective Action Completion Notification stating that they are no longer in Corrective Action Status.

Effective May 1, 2007, the WDE will not approve the district's Consolidated Grant application until the district's Corrective Actions are completed. This process will apply annually to all monitored districts for their Consolidated Grant. In addition, individual program managers may determine if it is necessary to approve the monthly request for funds (WDE 118) of a particular federal program based on the district's Desk Audit, the results of the on-site visits, and progress on the Corrective Action Plan. The program managers will conduct Technical Assistance every three (3) months with the district to assist in the Corrective Action and other federal program requirements.

Districts not receiving an on-site visit will receive a detailed letter by February requesting any further documentation Program Managers might need. The WDE will also conduct a brief follow-up video-meeting via the Wyoming Equality Network (WEN) or Blackboard Collaborative to answer any questions or to provide explanation as to the further documentation needed. Any further documentation needed will need to be sent to the WDE by April 15, and will then be reviewed by WDE Program Managers. A Monitoring Review letter will be sent the district no later than May 31st as appropriate, detailing the WDE's monitoring results. If further actions required is warranted, the process will be as is stated above.

Technical Assistance and Support

In addition to the technical assistance provided as part of the monitoring process, the WDE provides technical assistance and support to schools and districts in a number of ways. The WAEA requires the liaisons (WDE will use coaches in the 2013-2014 school year) that are assigned by WDE or districts to work with all schools, except Exceeds Expectations schools, in the development of an improvement plan. Page 5 of WAEA (attachment 12) specifies that the improvement "plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance." It further goes on to say that the Director of WDE shall appoint a representative from WDE to serve as a

liaison (page 6, attachment 12) "between the school district leadership and the department" to "review and approve improvement plans submitted by schools." Resources requested in the improvement plan need to be for interventions that are based upon a comprehensive review of the available research and need to be commensurate with the level of intervention, support and consequences required to be administered under WAEA.

The implementation of strategies associated with a school's improvement plan is designed to improve the academic achievement of students. In order to ensure a school is effectively implementing the turnaround principles necessary to improve achievement, it will be required of schools to report their results regularly to the WDE through the coaches or liaisons. The turnaround principles to be implemented are described in other sections of this document.

In addition to the state and local level resources available to all districts and the requirement to use those resources to provide research supported interventions to help improve student achievement in low performing and high achievement schools, the WDE will also require districts with Priority and/or Focus schools to set aside a portion of their Title I-A funds prior to distribution to schools, in order to support the implementation of the turnaround principles in those Priority and Focus schools.

Contingent upon approval of Wyoming's request for these Flexibility waivers, districts will be required to offer public school choice for either Title I Priority or Focus schools, but will no longer be required to provide Supplemental Educational Services (SES). District can choose to offer SES and pay for the services using Title I funds, but they will not be required to do so.

Under current accountability measures, districts are required to set aside a percentage of their Title I allocation for SES and public school choice (20%); and professional development at identified schools (10%). Wyoming seeks to have these set asides eliminated and replaced with the following set aside.

Districts will be required to set aside between five (5) and fifteen (15) percent of their Title I funds to implement the turnaround principles in their Focus and Priority schools. The amount of funding required to be set aside will be commensurate with the percent of students in the district in Focus and Priority schools.

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A

- If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:
 - i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year;
 - ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and
 - iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012– 2013 school year (see Assurance 14).

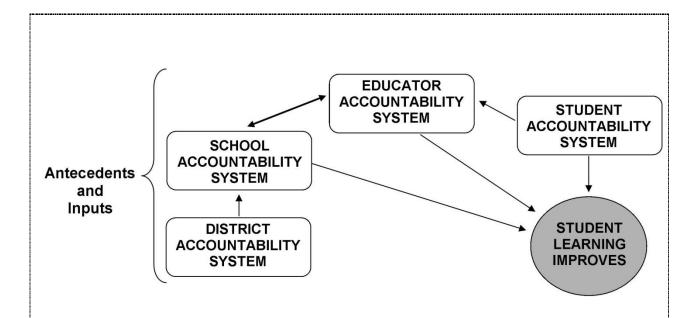
Option B

- If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:
 - i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;
 - ii. evidence of the adoption of the guidelines (Attachment 11); and
 - iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

The Wyoming Accountability in Education Act of 2012 charged the Advisory Committee to the Wyoming Select Committee on Education Accountability with designing a framework for educator evaluation in Wyoming. A team of consultants from the Center for Assessment was contracted to inform and facilitate the work.

The Wyoming Select Committee on Education Accountability in conjunction with its Advisory Committee, understanding the need for a coherent accountability system, made a commitment to design a system of accountability in which all components utilize information from the other components in order to ensure a more reliable accountability determination. Specific to teacher and leader evaluation, the legislation states that Recommendations on the design framework for the teacher and leader evaluation and accountability system developed by the advisory committee pursuant to this section shall focus on creating coherence among school, leader and teacher evaluation systems. . . W.S. § 21-2-304 (c)

The systematic development of an accountability system required the development and adoption of a theory of action to guide the work. As depicted in the following graph, the adopted theory of action is the design of multiple, interrelated systems with the focus on improved student learning.



During the 2012 interim, the Select Committee worked on all components of the accountability system, including significant attention to the educator accountability system. The Advisory Committee, a twelve-member stakeholder group representing communities from across the State, focused its work on the design components and framework for educator evaluation. Included in the Advisory Committee work was review of research, solicitation and receipt of input from each member's constituency, review of other states' evaluation systems, and many hours of informed and intense discussion. The culmination of the interim work was a "Legislative Framework for Evaluating Teacher and Leader Effectiveness" recommendation to the Select Committee who subsequently made the recommendation to the legislative body in the form of proposed legislation, House Bill 72.

Enrolled Act 60, signed into law in late February 2013, prescribes the phased-in development and implementation of Phase II of the Statewide Education Accountability System addressing teacher and leader evaluation and accountability. Included in the Act are the U.S. Department of Education requirements for approval of a state's flexibility waiver request.

Continual Improvement of Instruction

Continual improvement of student learning is a shared commitment of all Wyoming residents. Continual improved instruction is perhaps the singular most important support for improved student learning. Improved instruction has been, and continues to be, included in all evaluation discussions. It (improved instruction) is noted in multiple entries in the legislation:

- ... performance evaluations shall serve as a basis for **improvement of instruction**, enhancement of curriculum program implementation, measurement of both individual teacher performance and professional growth and development and the performance level of all teachers within the school district . . . W.S. § 21-3-110 (a)(xix)
- ... The report shall include a summary of mentoring and other professional development activities made available to the identified school and district leaders and teachers to **improve instruction** and student achievement... W.S. § 21-3-110 (b)
- ... Improvement of teaching and learning in schools, attaining student achievement targets for

performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of state wide assessment of student performance in Wyoming. . . W.S. \S 21-2-304 (a)(v)

Meaningfully Differentiate Performance

W.S. § 21-2-304 (b)(xv) states that . . . The evaluation system shall clearly prescribe standards for highly effective performance, effective performance, performance in need of improvement and ineffective performance. . .

W.S. § 21-2-304 (c) states that Recommendations on the design framework for the teacher and leader evaluation and accountability system developed by the advisory committee pursuant to this section shall focus on creating coherence among school, leader and teacher evaluation systems. In addition recommendations by the advisory committee shall establish design documents to effectively communicate requirements to school districts, to create guidance and provide training to districts in implementing evaluation systems with fidelity and to design systems and structures for professional learning opportunities. The design framework shall expand the three (3) levels of performance descriptors prescribed under 2012 Wyoming Session Laws, Chapter 101, Section 6(v), to four (4) levels of performance descriptors, specified as follows:

(i) Highly effective performance

- (ii) Effective performance
- (iii) Performance in need of improvement, and
- (iv) Ineffective performance"

As noted in this reference, and previously, the importance of a coherent accountability system cannot be overstated. With that in mind, discussions attempting to define the levels of educator performance have enlightened and informed, but cannot be determined until school accountability factors and the measures of professional practice, including evidence of student learning, have been refined.

Use Multiple Valid Measures, Including Student Growth

- ... the select committee on statewide education accountability, ... shall continue a study of a teacher and school district leader evaluation and accountability system. This system shall comprise phase II of the statewide education accountability system as initiated by 2011 Wyoming Session Laws. . . The design framework for the teacher and school district leader evaluation and accountability system shall:
 - (i) Support and promote improvement in student learning in Wyoming schools;
 - (ii) Be designed coherently to support a system of continuous school improvement, working seamlessly with phase I of the school accountability system . . . and fostering collaboration among teachers, administrators and other public education stakeholders;
 - (iii) Be designed and implemented with integrity and incorporate transparency necessary for all relevant participants to clearly understand expectations, including identification of an appropriate methodology to link student performance to the performance of teachers and school and district leaders as necessary for creation and implementation of an accountability system . . .;
 - (iv) Be designed to promote opportunities for meaningful professional growth of teachers and school district leaders;
 - (v) Allow for flexibility to fit local district and community contexts and needs. W.S. § 21-2-304, Section 3(a)
- . . . the select committee, through the advisory committee . . . shall develop recommendations for the phase II teacher

and school district leader evaluation and accountability system based upon evidence of student learning as well as measures of professional educator practice organized according to five (5) domains, each weighted relatively equally, and specified as follows:

- (i) Learner development and learning differences and environments;
- (ii) Content knowledge and application of content;
- (iii) Instructional practice including assessment, planning for instruction and instructional strategies;
- (iv) Professional responsibility including professional learning and ethical practice and leadership and collaboration;
- (v) Evidence of student learning. W.S § 21-2-304, Section 3 (b)

Regular Evaluation of Teachers and Principals

The legislation (Enrolled Act 60) requires that all educators be evaluated regularly:

- Not later than school year 2016-2017 and each school year thereafter, require the performance of each initial contract teacher to be evaluated summatively . . . W.S. § 21-3-110 (a)(xvii)
- Not later than school year 2016-2017 and each school year thereafter, establish a teacher performance evaluation system and require the performance of each continuing contract teacher to be evaluated summatively . . . W.S. § 21-3-110 (a)((xvii)
- Not later than school year 2015-2016 and each school year thereafter, . . require the performance of each school district leader, including superintendents and principals and other district or school leaders serving in a similar capacity to be evaluated in accordance with the statewide education accountability system . . . W.S. § 21-3-110 (a)(xxx)

Clear and Timely Feedback

Feedback regarding educator evaluation is addressed in the legislation:

... The performance evaluation system shall also include reasonable opportunity for state and district provision of mentoring and other professional development activities . . . This reference in W.S. § 21-2-304 (b)(xv) is addressing the teacher evaluation system. An identical statement addressing the evaluation of leaders is made in W.S. § 21-2-304 (b)(xvi). Rules under which the districts are currently administering educator evaluation require that regular feedback is included in each district's evaluation process. Although the legislation does not specifically require feedback, language in W.S. § 21-2-304(b)(xv) allows districts the opportunity to refine the system to meet the individual needs of the district. Regular feedback relative to educator evaluation is present in all Wyoming school districts' evaluation systems, and that feedback is valued by all educators. It is reasonable to expect districts to include that component in their evaluation systems with or without the requirement from the state, although the requirement will undoubtedly be included in the Rules that must be written and implemented not later than July 1, 2015 for leaders and July 1, 2016 for teachers.

Inform Personnel Decisions

The legislation requires that teacher and leader evaluation and accountability systems inform personnel decisions:

- ... performance evaluations shall serve as a basis for improvement of instruction, enhancement of curriculum program implementation, measurement of both individual teacher performance and professional growth and development and the performance level of all teachers within the school district, and as documentation for unsatisfactory performance that may lead to dismissal, suspension and termination proceedings . . . W.S. \$21-3-110(a)(xix)
- . . . the district board (board of trustees) shall also provide the state board written reports verifying school

district leader performance and providing performance scores necessary for continued employment. W.S. § 21-3-110 (a)(xxx)

- . . . each school district superintendent shall provide a report to the board of trustees identifying all teachers . . . and . . . all school and district leaders within the district whose performance, through evaluations . . . has been determined in need of improvement or ineffective for that school year. W.S. § 21-3-110(b)
- The board (board of trustees) may suspend or dismiss any teachers, or terminate any continuing contract teacher for . . . Beginning school year 2016-2017 and each school year thereafter, inadequate performance as determined through performance evaluation tied to student academic growth for at least two (2) consecutive years. . . W.S. § 21-7-110 (a)(vii).

Personnel decisions based on the evaluation process are and will continue to be the responsibility of each school district, and that requirement will be written into the Rules for educator evaluation. During the 2013 interim, the Select Committee and the Advisory Committee shall continue a study of a teacher and school district leader evaluation and accountability system. W.S. § 21-2-304, Section 3(a) and Section 4(d).

On or before October 15, 2013, the advisory committee shall report to the select committee on statewide education accountability recommendations on the design of a teacher and leader evaluation and accountability system. System recommendations shall be designed such that the leader evaluation and accountability system is completed prior to finalization of the teacher evaluation and accountability system to enable effective participation by school leaders in the final design of the teacher evaluation and accountability system. W.S. § 21-2-304, Section 4 (d).

Timelines for the development, required training, professional learning, piloting, and implementation of teacher and leader evaluations are articulated in the legislation:

- During school year 2013-2014, the design shall enable provision of required training and professional learning opportunities to leaders, school board members and teachers, enable communication of system requirements to key stakeholders and shall pilot data collection methods and pilot selected accountability and evaluation system components based upon a sample of volunteer districts;
- During school year 2014-2015, the design shall continue provision of professional learning opportunities for key stakeholders, allow for system design revision based upon results of the voluntary pilot implemented during school year 2013-2014 and shall pilot all components of the leader evaluation and accountability system in all school districts, and components of the teacher evaluation and accountability system in all school districts which may be structured in a manner that requires each school district to implement only a partial system comprised of selected components, but allows all teacher system components to be piloted through a collection of partial assessments in all school districts. . .
- During school year 2015-2016, the design shall be reviewed and may be revised as necessary based upon the school year 2014-2015 pilot, continue provision of professional learning opportunities based on needs identified through the school year 2014-2015 pilot, conduct initial peer review of school district evaluation models according to guidelines for the peer review process . . . disseminate to school districts best practices based upon peer review results and require all school district to implement leader evaluation and accountability systems and to pilot all teacher system components;
- During school year 2016-2017, the system design shall be reviewed and may be revised based upon the school year 2015-2016 pilot, continue provision of professional learning opportunities based upon needs identified in the school year 2015-2016 pilot, conduct a second peer review of school district evaluation models. . ., disseminate to school district best practices based upon peer review results and require all school districts to implement teacher evaluation and accountability systems and continue implementation of leader evaluation and accountability systems subject to system revisions based upon review of the 2015-2016 initial

implementation year. W.S. § 21-2-304, Section 4 (d)(i), (ii), (iii), and (iv).
... recommendations by the advisory committee shall establish design documents to effectively communicate requirements to school districts, to create guidance and provide training to districts in implementing evaluation systems with fidelity and to design systems and structures for professional learning opportunities. . . W.S. § 21-2-304, Section 4 (c)

The Wyoming Department of Education, the Advisory Committee to the Select Committee on Education Accountability, the State Board of Education, and the Center for Assessment consultants will be collaboratively developing a specific plan for evaluation design frameworks, required trainings, professional learning, involvement of teachers and principals in educator evaluation and accountability design frameworks, communication with all stakeholders, pilot processes and data collections, and evaluation and adjustment procedures.

The Wyoming Department of Education will submit a copy of the guidelines that it will adopt as soon as the specifics of those guidelines have been completed.

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

As detailed in the timeline description previously provided, the teacher and leader accountability system legislation has been carefully developed with attention to significant involvement of all stakeholders, training, professional learning, pilot processes, review and adjustment of processes.

The Advisory Committee has had significant responsibility, with input from regional constituents, for the design components written into the law. That group's responsibility will continue and will include additional collaboration and support from the Wyoming Department of Education and the State Board of Education. A thoroughly developed plan for the inclusion of teachers and principals in all phases of the educator evaluation and accountability system will be developed. The plan will include regional focus groups, virtual participation, written input, and other communication/collaboration activities to support a system that will support improved student learning in Wyoming schools.

Attachment #1

Various Notifications were provided to LEAs and the public. These included Press releases, Memorandums to District Superintendents, and emails.

The following is the first notification that was sent out almost immediately after the decision was made for WDE to apply for the ESEA Flexibility Waivers. It was sent out by email to LEA superintendents, Title I Directors, and various staff at the Wyoming Department of Education (WDE). WDE staff were asked to forward this notification to the constituency lists for the programs for which they were responsible.

Included in this email was an attachment with the waivers requested, assurances, and consultation information. Additional consultation and feedback will be gathered over the coming months.

David Holbrook david.holbrook@wyo.gov ESEA Flexibility Waiver Submission

David Holbrook <david.holbrook@wyo.gov> Tue, Feb 26, 2013 at 1:50 PM
To: David Holbrook <david.holbrook@wyo.gov>
Cc: Carol Illian <carol.illian@wyo.gov>, Deb Lindsey <deb.lindsey@wyo.gov>, Julie Magee
<julie.magee@wyo.gov>, Drew Dilly <drew.dilly@wyo.gov>, Teri Wigert
<teri.wigert@wyo.gov>, Susan Williams <susan.williams@wyo.gov>, Randall Butt
<randall.butt@wyo.gov>, Darlena Schlachter <darlena.schlachter@wyo.gov>, Sean McInerney
<sean.mcinerney@wyo.gov>, Laurie Hernandez <laurie.hernandez@wyo.gov>, Jim Rose
<jim.rose@wyo.gov>, Marykay Hill <marykay.hill@wyo.gov>, Tom Lacock
<tom.lacock@wyo.gov>, Jo-ann Numoto <jo-ann.numoto@wyo.gov>, Kenya Haynes
<kenya.haynes@wyo.gov>, Dianne Frazer <dianne.frazer@wyo.gov>, Elaine Marces
<elaine.marces@wyo.gov>, Beth VanDeWege <beth.vandewege@wyo.gov>, Rita Watson
<ri>crita.watson@wyo.gov>, Trisha Sparks <trisha.sparks@wyo.gov>

Hello District Superintendents, Title I Directors, Committee of Practitioners, and others,

Last week, Governor Matt Mead met with some of the leadership at the United States Department of Education to discuss issues related to education in Wyoming. One of the topics that was discussed was the need for relief from the escalating AYP targets set for the Annual Measurable Objectives (AMOs) which are set to scale up to 100% proficient for all categories during the 2013-2014 school year.

Governor Mead's discussions resulted in a decision to ask the Wyoming Department of Education to submit a request for the ESEA Flexibility Waivers offered by the United States Department of Education. Window Four (4) of the ESEA Flexibility Waiver Submissions closes on February 28th, 2013. It is the intention of the Wyoming Department of Education to submit an ESEA Flexibility Waiver request during Window Four (4).

Attached you will find the portion of Wyoming's ESEA Flexibility Waiver request that includes the waivers requested, the assurances required to receive those waivers, and the need for consultation with you and other stakeholders.

There are Thirteen (13) waivers offered, three of which are optional. Wyoming is seeking 11 of the 13 waivers. The optional waiver Wyoming is requesting relates to allowing high schools to be served with Title I-A funds out of rank order if the high school has a graduation rate below 60 percent.

This email is one of the first steps in the consultation process that is required for the ESEA Flexibility Waivers. Dr. Rose announced that WDE would likely be pursuing these waivers when he met with district superintendents virtually on February 20th. Further consultation in addition to this email is planned in order to gain input from all stakeholders, however, this will need to take place after our waiver submission to United State Department of Education.

Please, if possible, review the attached document with the waivers, assurances, and consultation requirements and reply to this message with any comments you may have regarding the appropriateness of the waivers and assurances for Wyoming, and ideas to ensure that you and other stakeholders have opportunity for meaningful input.

I will continue to receive comments beyond submission, but if you are able to reply by noon on Thursday, Feb 28th those comments can be included in our submission.

Thanks, David

P.S. Please forward this to all interested parties that might like to comment.

Dr. David J. Holbrook
Federal Programs Division Director
Supervisor, Title I and Title III Section
Title I Program Manager
Native American Education Consultant
Wyoming Department of Education
2300 Capitol Avenue, 2nd Floor Hathaway Building
Cheyenne, WY 82002
307-777-6260
Waivers - Assurances - consultation for ESEA Flexibility Waivers.docx



Wyoming Department of Education PRESS RELEASE

For Immediate Release: March 15, 2013 Contact: Tom Lacock (307) 777-5399 tom.lacock@wyo.gov edu.wyoming.gov

Wyoming granted extension for ESEA Waiver application

CHEYENNE - The Wyoming Department of Education (WDE) has been granted an extension on its application for a flexibility waiver from the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act.

The extension allows the WDE to submit a revised flexibility waiver request to the US Department of Education by April 15, 2013. The US Department of Education informed the WDE that it had granted the extension in a letter from Assistant Secretary Deborah Delisle to WDE Interim Director Dr. Jim Rose on March 7.

"This gives us a significant amount of time to flesh out and draft a more comprehensive response that is substantially more approvable," said Wyoming Department of Education Federal Programs Unit Director Dr. David Holbrook. "It also allows more time for our stakeholders in Wyoming to offer their comments and suggestions for the process."

The flexibility waiver requests relief from provisions of the ESEA also known as the No Child Left Behind Act. Almost every other state in the country has already been granted a waiver. Without a waiver, every single student in Wyoming would have to score at the proficient level or higher in 2014. Schools could face budget restrictions if every student does not meet these standards.

With this extension, WDE has been granted additional time to prepare and submit a request that will allow Wyoming school districts the flexibility to use their Title I funding to target the greatest needs in their schools and district.

If a school fails to make AYP for two consecutive years, the district can go into "improvement," status, which compromises the ability of local districts to spend some federal education money in ways they see as beneficial. Instead, the United States Department of Education requires those

districts to spend portions of their federal dollars in specific areas eliminating some local control over school budgets.

"We have a federal accountability system that doesn't necessarily reflect the needs of districts and schools in Wyoming," Holbrook said. "This will allow us to use the State Accountability system developed by the Wyoming Legislature to report to both state and federal systems. This will cut down on the bureaucracy."

The components of the legislation that has been passed into law by the Wyoming Legislature in the Wyoming Accountability in Education Act (WAEA), are well-aligned to the federal priorities outlined in the ESEA Flexibility Waivers.

Without the waivers, Wyoming's highest performing schools will be categorized under the Wyoming system as "Exceeding Expectations," while under the federal ESEA system, in 2014, will very likely be categorized as failing schools because they would not be able to meet AYP targets of 100 percent proficiency for all students and all subgroups of students.

After submission of the waiver and a time of negotiation and assurance between the US Department of Education and the WDE, it is hoped that the waiver request decision will come in time for the 2013-14 school year.

Comments from Wyoming stakeholders may be included in the submission if received before noon, April 15. They can be directed to Dr. David Holbrook, Federal Programs Unit Leader at 307-777-6260 or david.holbrook@wyo.gov.

- 30 -



Wyoming Department of Education

Jim Rose, Interim Director Hathaway Building, 2nd Floor, 2300 Capitol Avenue Chevenne WY 82002-0050

Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013-026

TO: School District Superintendents

FROM: Dr. Jim Rose, Interim Director, Wyoming Department of Education

Dr. David Holbrook, Unit Leader, Federal Programs

DATE: March 18, 2013

SUBJECT: Wyoming Granted Extension for ESEA Waiver Application

INFORMATION TO SHARE

The Wyoming Department of Education (WDE) has been granted an extension on its application for a flexibility waiver from the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act.

The extension allows the WDE to submit a revised flexibility waiver request to the US Department of Education by April 15, 2013. The US Department of Education informed the WDE that it had granted the extension in a letter from Assistant Secretary Deborah Delisle to WDE Interim Director Dr. Jim Rose on March 7.

The WDE had submitted its original flexibility waiver request to the US Department of Education on February 28, which was the final day in Window Four of the ESEA Flexibility Submission calendar. In subsequent conversations with the US Department of Education, WDE requested additional time to prepare its flexibility waiver submission and receive comments and suggestions regarding the waiver from its stakeholders in Wyoming.

The US Department of Education responded with a letter granting the extension late last week and offered its assistance to the WDE through the waiver application process.

The flexibility waiver requests relief from provisions of the ESEA, specifically escalating Adequate Yearly Progress (AYP) targets set for the Annual Measurable Objectives (AMO's). Without the flexibility waiver, the AYP targets set for 2014

School District Superintendents March 18, 2013 Page 2

require that all students in Wyoming be proficient or advanced, as measured by the state assessment, (PAWS in grades 3-8) in reading, science and math and the ACT in grade 11.

With this extension, WDE has been granted additional time to prepare and submit a request that will allow Wyoming school districts the flexibility to use their Title I funding to target the greatest needs in their schools and district.

When a school does not meet AYP for two or more consecutive years, it enters into improvement status. Year one of improvement status requires the school district to set aside 20 percent of its total Title I-A allocations for School Choice Transportation. In year two of improvement, 20 percent of Title I-A allocations for both School Choice Transportation and Supplemental Educational Services. In addition, schools identified for improvement are required to set aside at least 10 percent of the Title I-A funds they receive for professional development of their staff.

If granted, the flexibility waiver will offer relief from these rules for schools which do not achieve 100 percent proficiency in all subjects and are therefore classified as "in improvement."

It is the intent of WDE to use the additional time provided to craft a request so Wyoming can use the educational accountability and support system designed by the Wyoming Legislature as the system that is used to meet both state and federal accountability reporting requirements and provide needed support for schools and districts as identified by this system.

The components of the legislation that has been passed into law by the Wyoming Legislature in the Wyoming Accountability in Education Act (WAEA), are well-aligned to the federal priorities outlined in the ESEA Flexibility Waivers.

Without the waivers, Wyoming will be subject to two accountability and support systems--one outlined in the Wyoming Educational Accountability Act, the other outlined in federal Title I statute. Without the waivers, Wyoming's highest performing schools will be categorized under the Wyoming system as "Exceeding Expectations," in 2014 could be categorized under the federal ESEA system as failing schools because they very likely will not be able to meet AYP targets of 100 percent proficiency for all students and all subgroups of students.

After submission of the waiver and a time of negotiation and assurance between the US Department of Education and the WDE, it is hoped that the waiver request decision will come in time for the 2013-14 school year.

Comments from Wyoming stakeholders may be included in the submission if received before noon, April 15. They can be directed to Dr. David Holbrook, Federal Programs Unit Leader at 307-777-6260 or david.holbrook@wyo.gov.



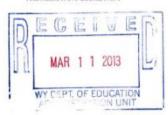
UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

March 7, 2013

The Honorable James O. Rose Interim Director Wyoming Department of Education 2300 Capitol Avenue, 2nd floor Hathaway Building Cheyenne, WY 82002



Dear Director Rose:

On February 28, 2013, the Wyoming Department of Education (WDE) submitted a request for flexibility in response to the U.S. Department of Education's (Department's) September 23, 2011, document titled ESEA Flexibility, which invited each State educational agency (SEA) to request waivers regarding specific requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

WDE staff subsequently indicated, in a March 1, 2013, phone call with Department staff, that the request it submitted, while brief, reflected recent legislation related to the State's transition to college- and career-ready standards; implementation of a more nuanced system of differentiated recognition, accountability, and support; and development and implementation of more accurate teacher and principal evaluation and support systems. The State further indicated that, given additional time, it could describe more comprehensively its plans for reform in each of these areas as required for an approvable request for ESEA flexibility.

I agree that WDE would benefit from additional time to prepare a request that responds more fully to each of the principles of ESEA flexibility and, therefore, I am granting WDE an extension to resubmit its request no later than April 15, 2013. At the same time, given the importance of expediting review and revisions, if needed, to ensure that, if WDE's request is approved, such approval occurs in time for full implementation by the beginning of the 2013-2014 school year, I believe it is essential to provide technical assistance to WDE staff on key aspects of ESEA flexibility. I am, therefore, granting this extension to WDE subject to the condition that WDE staff consult regularly with Department staff during the preparation of Wyoming's revised request. Victoria Hammer of my staff will reach out to WDE staff in the coming days to discuss the details of that consultation.

I anticipate that peer review of WDE's resubmitted request will occur the week of May 6, 2013.

I look forward to receiving WDE's complete request and working with WDE to increase student achievement and improve the quality of instruction for all students. Thank you for your commitment to all students in Wyoming.

Sincerely,

Deborah S. Delisle Assistant Secretary

h Solelisle

cc: David Holbrook, Federal Programs Division Director

Attachment 2

Wyoming ESEA Flexibility Submission Comments from stakeholders

From Wes Martel, Joint Tribal Business Council of the Northern Arapaho and Eastern Shoshone Good morning. Would it be possible to get a little more of an explanation about all of this and how we can participate as the JBC? Hahou

From: Scott James <siames@platte1.k12.wy.us>

Date: Wed, Feb 27, 2013 at 2:54 PM

Subject: Feedback regarding ESEA Waiver Request

To: "Robin Holbrook (robin.holbrook@wyo.gov)" <robin.holbrook@wyo.gov>

Good Afternoon,

I wanted to provide some information regarding the Federal Waiver Request. First, personally I am supportive of submitting the request. Secondly, I have attached a letter from the Wyoming Curriculum Directors Association. Hearing the news of the waiver request, I did a poll of WCDA members and they are highly supportive. The purpose of the letter is to express this support, and if needed provide documentation of stakeholder input. Please let me know if you have any questions. Thank you for your work in pursuit of the waiver request.

Scott James, WCDA President

On Wed, Feb 27, 2013 at 11:43 AM, Johann Nield <johann@sheridan.k12.wy.us> wrote:

David.

My Superintendent passed this data on to me and I must say "Thank You" I'm looking forwarded to having a Dept of ED that understands the situation our school districts are having. Together we (The school board members across the state) will be able to create the true accountability of our students needs. Please pass on our thanks to Dr. Rose on this very important first step toward our ESEA goals.

Johann K. Nield Sheridan 1 School Trustee From: Diana Clapp [mailto:dianac@fre6.k12.wy.us] Sent: Wednesday, February 27, 2013 9:18 AM

To: 'David Holbrook' Cc: Jeff Locker

Subject: FW: Seeking comments on waivers from US Dept of Ed

Hello David,

I received a copy of this email from Keja and provided the comment that Fremont #6 would request that Wyoming also submit for the Optional Flexibility waiver #11 allowing for use of 21st Century funds to support during the school day activities, as well as extended day.

Also, wanted to check on whether this was sent to District Supts. I did not receive this email directly or maybe I missed a department memo? I would appreciate knowing so I can be certain that emails are coming through to me without getting lost behind fire walls.

Thanks and have a great day,

Diana

On Thu, Feb 28, 2013 at 8:56 AM, Sherri-lyn Harrison <sharrison@acsd1.org> wrote:

Hi David,

I can't thank you, Dr. Rose, and Governor Mead enough for being willing to take this on. If the request is granted, it would help so much. A memo of support attached. Please use as needed.

Best regards,

Sherri-lyn Harrison

Title 1/Literacy Coordinator Albany County School District 1 509 South 9th Street Laramie, WY 82070 307.721.4456

On Thu, Feb 28, 2013 at 11:56 AM, kim west < west@ecdcqualitycare.org > wrote: Mr. Hollbrook; I am writing you this email to provide information about the ESEA Waiver from one of the stakeholders in a 21st Century out of school facility. It is my understanding that as of this moment we will not be checking Box #11 in the waiver and I wanted to express to you that I think this box should remain unchecked. I am the executive director of two large centers in Uinta County. I have over 100 children attending our center before and or after school. In our center we provide a safe, academic, environment for children who are not attending our very successful after school program in the schools. For various reason these children do not attend the school program but should be provided a quality after school experience in our center. I served on the local school board for 0ver 16 years and I have a great partnership with our district. We work together to provide homework help and practice activities for math, literacy and science. We are not funded in the same manner as the district and we rely on the 21st century funds to provide a quality program taught by teachers with BA degrees. Without these funds, we would not be able to accomplish this. I know firsthand that our school district is provided with enough funds to provide this program right now, after school and it's working quite well. The school day is filled with the necessities and demands for a quality education, there really isn't time available during the school day to deviate. After school and before school are the perfect opportunities to give children that extra help and practice without pulling them out of class and taking them away from valuable school time. I realize that a lot is expected of our local schools and as a community member I am more than willing to help them accomplish our goal of preparing our children for the 21st century. It is vital to have that partnership for success. The 21CCLC box is not currently checked and I want to be on the record that I agree with keeping the box unchecked. Thank you for allowing me to give you this input!

Kendra L. West, Executive director Evanston Child Development Center and The Children's Learning Foundation (Mt View)

12:30 PM (3 minutes ago) ${\tt Jennings} < \!\! ljennings@bresnan.net \!\! >$ to me

Please do not check the box.

We in Campbell County feel it is great that we have the flexibility to fund programs in community agencies, and would like to keep the funding as is.

Thanks,

Linda

Linda S. Jennings Campbell County 21CCLC Project Coordinator/Evaluator ljennings@bresnan.net 307-682-9708 cell 307-689-0408

Albany County School District #1

Sherri-lyn Harrison Title I/Literacy Coordinator 509 S. 9th Street Laramie, Wyoming 82070 Phone: 307.721.4456 Fax: 307.721.4444

E-mail: sharrison@acsd1.org

To: David Holbrook, WDE Federal Programs Division Director

From: Sherri-lyn Harrison, ACSD 1 Title I Coordinator

Date: February 27, 2013

Subject: Comments on WDE ED Flex Waiver Submittal

As Title I Coordinator for Albany County School District 1, I would welcome the submission, by the state of Wyoming, of a request for the ESEA Flexibility Waivers offered by the United States Department of Education.

Wyoming schools find themselves in an unfortunate position given the current escalation of AYP targets to 100 percent in the upcoming school year. The ability of Wyoming school districts to plan, budget, and utilize federal funds in the service of at-risk students has become increasingly difficult in light of continuing federal budget reductions and NCLB school improvement consequences now being applied to even high-performing schools. These same schools are labeled as failing when by any other measure; they would be labeled as effective schools.

LEA's are currently being put in an awkward position with parents. Schools that have excellent academic achievement rates find themselves being labeled as "in their warning year" or in "School Improvement", having not made AYP. There will always be the need to disaggregate performance data to make real gains in educating *all* students. There will always be the need to focus on continuous improvement. This is the pursuit of excellence! But leading parents to believe that these same schools are failing is wrong.

Schools need parental support and assistance to achieve educating all students to high levels. The current system leads the public to believe that Wyoming schools are performing at dismal rates. Ed Flexibility would allow our state to continue to address school accountability, set a high bar, yet tailor the system of supports and improvement efforts to fit Wyoming's unique, educational needs. It would also allow the focus of supports to truly target schools with chronic achievement gaps, versus the current punitive structure of NCLB as we approach targets set at 100 percent.

Federal budget reductions have resulted in a drop in our district Title I allocation in the last three fiscal years. Downsizing Title I programs has been an on-going process over these years. With the specter of sequestration looming in March, an additional six percent cut to state and district Title I allocations is to be expected. These realities, coupled with NCLB set-aside requirements tied to school improvement, leave LEA's with little funding on which to operate Title I programs in the schools! These fiscal realities translate to a conservative, projected loss of \$470,000 dollars that will not be available for funding

effective Title I programs in our district in the upcoming school year. Ed Flex puts \$389,000 of those dollars back into the schools instead of NCLB sanctions. This would go a long way to keeping a quality Title I program functioning in the eligible schools.

For these reasons, I wish the state of Wyoming the best of luck in securing the request for the ESEA Flexibility Waivers offered by the United States Department of Education - for our students and in hopes of their bright futures.



February 27, 2013

RE: Feedback on ESEA Waiver Request

Dear Dr. Holbrook:

The Wyoming Curriculum Directors Association (WCDA) is comprised of curriculum directors and assessment directors from across the great state of Wyoming. The WCDA and most of its membership support the WDE in pursuing a waiver request to the "No Child Left Behind" (ESEA) requirements.

We think that the combination of adoption of the Common Core State Standards in Literacy and Mathematics by the State coupled with the Wyoming's Educational Accountability laws fulfill many of the waiver requirements. More importantly, by pursuing such a waiver, we may be held accountable for the growth of our students and improvement of our educational systems versus a static measurement scale.

The WCDA supports the WDE efforts for a waiver. Please contact us if we may be of assistance.

Respectfully,

S. Scott James WCDA President Katrina Cox <mousecox@msn.com>

Apr 12 (1 day ago)

to Katrina, me, randall.butt, chris.rothfuss, katrina

Good Afternoon,

Thank you for your call back regarding the flexibility waiver and how it affects the SES tutoring. I have several, if not all, of my parents (100+) very concerned about the outcome on this and if they will be able to receive tutoring for their son or daughter in the fall of 2013. There is also concern that the announcement, dated April 11th on the WDE website, is only allowing only three days for public comment.

If I understand our conversation correctly, if the waiver is approved:

- The Districts will no longer be requid to offer the SES program as an educational choice option for their child.
- A district could still use SES as part of their Title 1 funds; but if they choose not to, then they may also refuse those outside services even if a parent requests that.
- A district will have to opt in or opt out of SES, which will affect the above.
- A liaison will be appointed to help districts meet the accountability needs. They
 may or may not affect the decision making process for a district opting in or out for SES.

Here are some of my continued concerns regarding the state's decision to apply for this waiver and if it is accepted:

- Parents' choice will have been diminished. It will have dissolved significant value in the voice and choice of our students' parents.
- Districts will not choose outside venders and will only choose their own afterschool progams using the same strategies that have already been tried. Many times this is an oversight of needing to think outside of the box to see what else work for improving these students scores.
- Districts will not set aside Title 1 money for parent choice. It will already be delegated for "their" programs shortly after the funds are released from the state/federal.
- When a parent does decide to use an outside tutoring vendor, they will be declined because the districts will have not allocated money towards the program on purpose.
- Schools will not purposefully choose school choice because they believe those extra title one funds will fix their problems in house.
- 100+ students will be out a specialized tutoring service that has helped them make significant growth not only in testing but in their other classes and grades as well.
- 25+ currently employed persons in Wyoming will no longer be employed due to this cut.

My next question would be; what can be done to ensure that parents will not lose any choices that have been given to them?

- Should parents contact you to help make sure that this program will not go away? If not, why would the state take away an option for parents for their child's education and improvement?
- Is there wording that you can add to the documents so that parents on receive this help from districts as the old requirement had?
- What action will be taken if public comment suggest that items in the Flexibility Waiver need to be changed?

As mentioned in your presentation this morning, changes can still be made. Please take into consideration the wording and requirements for the districts to allow parents to continue to have tutoring choices in their child's education. This is very important to a number of families through out this state. We will continue to serve many families, but if this waiver goes through as planned it will be a detriment to the educational development of many students, it will take away the voice of parents of choice and it will take away jobs for a number of adults in our states.

Thank you for taking time to visit with me yesterday. Please take time to reflect on the decisions that are being made that are directly impacting students, parents, business and families of Wyoming in a adverse fashion.

Sincerely, Katrina Cox 1439 Stillwater Cheyenne, WY 82009 Alpine Learning Services DBA: Tutoring Club 307-745-6284

WDE also received comments from this SES provider and one other person in opposition to allowing SES to be optional during its April 12th online presentation to the general public regarding the details of Wyoming's ESEA Flexibility Waivers application. Subsequently, three phone calls were also received from parents expressing concern that districts will not be required to provide SES and their choices for tutoring for their children will be left to the school districts.

Portions of this ESEA Flexibility Wavier application were sent to key Wyoming educators who came forward and offer assistance to provide feedback prior to the April 12th online presentation. The feedback of the two educators who responded is included here.

Kristeen Cundall

Apr 10 (3 days ago)

to me, Jennifer

I have a couple of clarifying questions:

Are only Title I schools included? Does the waiver require a mandatory percentage of schools be identified as Priority or Focus because what if that number is not identified as Not Meeting Expectations. ****

I am not sure what you meant in the email (third paragraph) WAEA requirements for achievement gap analysis.

Data Burden Reduction Document:

I thought the example in the third paragraph was spot on. Will the readers know what "SIF" means. I would say that as a building principal, I definitely see a reduction in reports and time spent competing those. However, reading through some of the requirements listed in these documents appear to be necessitating additional paperwork and causing repetition.

Wyoming AMOs for Flexibility

Is there a particular reason for the AMO calculation? I thought the calculation was hard to understand but maybe a verbal explanation would clear up my confusion.

Regarding the subgroups – the advisory committee recommended only reporting subgroups but not using subgroups for calculation purposes. Students would only be counted as proficient or not.

Wyoming Transitional System for 2013-2014 Year

I don't feel that the system as spelled out correlates with WAEA. The descriptors of the WAEA categories are given. Then the document describes how schools would be categorized as Priority, Focus and Reward. The PJP is still working on the calculations to categorize schools, but can those not be used to place into the Waiver categories? Or why not just use the WAEA categories in the first place? ****Question from above.

Page 4 of the document - "receive specified services and supports" What are these specified services and supports and who is doing the specifying?

Again, I am concerned about varying from the WAEA identified school categories and how those categories are calculated. The calculation process is much more complex (including other indicators than PAWS and graduation rate) than "ranking" schools. In fact, the advisory committee recommended against this practice.

Also, I again question if only Title I schools are impacted and if a certain number of schools must be identified or if the WAEA categories don't have that many schools in the lowest category. I think the last paragraph indicates that even schools not falling in the lowest category could be identified using their Advanc-ED School Improvement plans. I would question the validity and fairness of that practice.

Data Analysis Methodology

In the third paragraph "Data used is from the 2010-2011 and 2011-2012 school years. I am concerned about this as one year included writing and one year didn't. Even if you are only looking at the reading scores, I think the scores are impacted because of the length of time tested is considerably different and you don't know what order tests were given.

I think the work of the PJP should be considered when computing things such as the enumerated paragraph. I don't understand the sample given in #4 – again, maybe a verbal explanation would clear that up. I am also curious if these computations have been proven to be statistically valid. Again, the work of the PJP is already going to be used and I think should be used here as well.

2.D.iii

Do these steps align with the steps laid out in WAEA? Who would be making these decisions? (I am not taking a pot-shot at the department, but I have heard over and over again from the groups I represent that they are not comfortable with those decisions and support coming from the department. Also, is it good practice for the support and decisions to be coming from the same entity?) I know the Ad-Hoc Committee on Statewide System of Support (part of the Advisory

Committee) is working on these issues. I think there is support around the state that currently nowhere in the state has the capacity to do this work well.

Obviously, I would have issues with removing the principal if that person had not been allowed time to implement some of the suggestions listed after that step.

I think there needs to be assurances of research validation before any of these steps were implemented.

I don't think the worst performing schools should be permitted to do a "self assessment" Truly, they have been doing this all along with Advanc-ED and at this level, probably need to do that in a structured format with assistance.

Second page, third paragraph "the school will also be responsible for providing goals and its own evaluation process" Again, this seems out of whack if they are in the category as Priority. It should be an external assessment.

Last paragraph – Again, are only Title 1 schools impacted? What are other possible funding sources if Title 1 funds are not available, competitive grants not received or possible drastic reductions in Title 1 funding?

2.C.iii

Why are only Title 1 schools eligible? What if none of the schools in Exceeds Expectations are Title 1 schools? Would it be possible to recognize all Exceeds Expectations schools.

2.D.iv

When is the waiver expected to be approved? We are already 1/3 through April so I think the projected timeline is already behind schedule. Considering that the WAEA is not yet fully operational and the PJP has work yet to do in determining the status of schools, school year 2013-2014 seems premature. The data would be derived from tests that have drastically changed (and will change even more drastically going into common core). Growth will be nearly impossible to achieve when comparing two different tests.

I think the turnaround principles need to be more completed defined and feedback on these gathered from stakeholders. Who would provide this training and what coaching support is going to be provided during the school year.

Where will the Priority school coaches come from? Again, what if the Priority school doesn't receive a competitive grant.

The timeline seems disjointed and very ambitious – when will the self-assessment (if that is allowed) be completed. When will the decision be made (and who will make it) as to what interventions will be implemented at the Priority school. Training needs and facilitators would need to be evaluated and planned.

The projected timeline doesn't appear to be in alignment with the dates in the bolded title.

Principle 3: Supporting Effective Instruction and Leadership

I believe the focus of the evaluation system is teachers, principals and district leaders.

I hope this is helpful. I think my biggest concerns were that I don't think the documents are aligned clearly to the WAEA categories for identifying schools. It seems redundant to have the WAEA system and additionally, the WDE system for the waiver. Also, I don't feel that all the work has been done yet for the WAEA and these documents make suppositions about how some of that will transpire or look like. Also, I have great concerns (including for WAEA) with the knowledge that we will be moving from our state standards based PAWS assessment to an assessment based on CCSS.

Feel free to contact me to clarify any points or to discuss anything I have. I will be in Cheyenne next Wed and Thursday and would be more than willing to meet face to face if that would help.

Kris Cundall, Principal

Walnut Elementary Sweetwater #1 WAEMSP State Representative (307) 352-3225

Jones, Kenny L.

Apr 11 (2 days ago)

to me

WOW, what a ton of work!! I am not sure I was able to truly grasp / wrap my mind around this but I do want to give you a little feedback from someone that is "in the trenches" and not completely up to speed on the WAEA requirements as of yet. Since this is going to the federal boys I am assuming this waiver does apply only to Title 1 schools.

Wyoming AMOs for Flexibility

This section is a bit confusing when just read but as I reread it I do believe I understand the process, I do worry about the baseline levels being set so high especially since we will be seeing a major change in the rigor of the assessment (or at least I would guess it will increase) due to the adoption of the common core.

Wyoming Transitional System

As I mentioned above I am not confident in my knowledge of the new WAEA so I am assuming the process you have within this document aligns with the WAEA. The one term I really don't like in all of this is "ranking." If I remember correctly the purpose of the state assessment was to improve teaching and learning not rank schools – makes me wonder how many more Atlanta's we will see as the pressure to rank highest increases.

Data Burden Reduction

Any steps taken to lighten the reporting load is much appreciated! I liked this part ☺.\

Data Analysis Methodology

I somewhat understand the reasoning for the controlling for grade in school and proficiency index to make sure all schools are measured in an equal, for lack of a better term, fashion. I did get a little lost when you got to the frequency distribution table that looks at both achievement and progress to identify schools. I would have to listen to that explanation rather than just reading it. And of course the R word!

Turn Around Principles

I think I would be remise if I didn't state first that the removal of the principal as a first step to turning around a school is wrong – I would even suggest looking at schools that have gone down this road and measure their success rate. I do feel the 10 indicators are the key components to an effective and efficient school however I wonder about an underperforming school completing a self-assessment. Given our NCA process (although most if not all districts have gone to district accreditation) each building should be already doing a self-evaluation – sometimes folks can't see the forest because of the trees. I understand it needs to be turned in for review but I still

think an onsite review would result in a better review from the WDE. I feel the financial support area is weak, especially in light of Title 1 budgets already being reduced and then the idea of having to compete for grants seems a little out there to me. If a school needs the money, get them the money.

Rewards

As a school that was just rewarded (Blue Ribbon School 2012) I can tell you that sharing your best practices and completing application processes didn't, at times, seem much like a reward. A real reward would be a little cash that schools could use for any identified need without a bunch of strings attached. Just don't make the "reward" an extra work burden for a school.

Timeline

I just wonder how schools will be identified this month as focus or priority school. Timeline seems a little lofty.

Thanks for allowing me to share/vent and sorry that it has taken me so long to get back to you. I am hoping I will understand this more after I listen to the webinar in the morning. Thanks for all of your hard work on this David!

Kenny Jones Principal Parkside Elementary School

Attachment 3

Public Notification

The Notification of the Wyoming Department of Education's intent to request a Flexibility Waiver from the United States Department of Education may be found on the WDE home page as well as two places on the Communications page.

The media release is located on the front page: edu.wyoming.gov and links to the media release here: http://edu.wyoming.gov/sf-docs/wde-press-releases/wyoming-to-request-flexibility-waiver-pr.pdf?sfvrsn=2

Our Communications page is a depository for both Memorandum from the Director as well as another place to find Media Releases. The Memorandum to Directors regarding the Flexibility Waiver (memo no. 2013-019) is on the Communications page and is also linked to this document: http://edu.wyoming.gov/sf-docs/wde-press-releases/2013-019-esea-flexibility-waiver.pdf?sfvrsn=2

We also log each of our Memorandum from the Director in a log with live links and place that log on the Communications page. It can be accessed directly at: http://edu.wyoming.gov/sf-docs/suptmemos/2-28-13-directors-memo-list.pdf?sfvrsn=4

WDE did a presentation on the details of its Flexibility Waviers application on April 12th. The Power Point of this presentation is available on the WDE web site as well as a recording of the presentation. This presentation was announced to education staff in Wyoming through a Memorandum to Superintendents and via email.

The following email was sent to District Superintendents and Title I Directors and included the Memorandum that follows.

David Holbrook <david.holbrook@wyo.gov> Apr 5 (8 days ago)

Hi everyone,

Next Friday, April 12th, there will be a presentation on the draft ESEA Flexibility waiver. If you are interested in learning more about Wyoming's proposed waiver submission and/or would like to provide feedback on what WDE is proposing, please plan to attend. The hour and a half presentation will be held at 10:00am and then again at 1:00pm.

Thanks,

David

--

Dr. David J. Holbrook
Federal Programs Division Director
Supervisor, Title I and Title III Section
Title I Program Manager
Native American Education Consultant
Wyoming Department of Education
2300 Capitol Avenue, 2nd Floor Hathaway Building
Cheyenne, WY 82002
307-777-6260



Wyoming Department of Education

Jim Rose, Interim Director
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050
Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013-038

TO: School District Superintendents

FROM: Dr. David Holbrook, Federal Programs Unit Leader

Wyoming Department of Education

DATE: April 5, 2013

SUBJECT: Blackboard Collaborate Session to Receive

Feedback on ESEA Waiver

IMPORTANT INFORMATION

The Wyoming Department of Education (WDE) will host a pair of online presentations to unveil details of its flexibility waiver application from certain aspects of the Elementary and Secondary Education Act (ESEA), commonly known as No Child Left Behind.

In order to solicit as much public comment as possible, the department will host online meetings at 10 a.m. and 1 p.m. on Friday, April 12. Each presentation will last approximately an hour and a half.

Wyoming Department of Education Unit Leader of Federal Programs, Dr. David Holbrook and other staff from the WDE will present this update through the Department of Education's online public meeting space, Blackboard Collaborate. Instructions for the Blackboard Collaborate system are listed below, including system requirements and an online tutorial.

The WDE submitted a flexibility waiver to the US Department of Education on Feb. 28. On March 7, the US Department of Education granted the state of Wyoming an extension until April 15 to re-submit a waiver request.

District Superintendents April 5, 2013 Page 2

In the presentations, Dr. Holbrook and others will discuss the WDE's work on the flexibility waiver including the WDE's intention to use one system of support and accountability for both federal and state reporting. He will also offer an update on a school rating system as well as teacher and principal evaluations.

For those unable to attend, but who still wish to offer comments, please contact Dr. David Holbrook, Federal Programs Unit Leader at 307-777-6260 or david.holbrook@wvo.gov.

The Link to join the Blackboard Collaborate is:

http://tiny.cc/WDE Participant

oτ

https://sas.elluminate.com/site/external/launch/dropin.jnlp? sid=vclass&password=0DG15IPOCRZU5XBHR15O

Please treat this link as you would any other public meeting space. This webinar platform should be accessed only at the scheduled time and date of the event. (Blackboard does offer a public platform that can be accessed at any time.)

Webinars are collaborative and interactive online experiences. If you are new to Blackboard Collaborate, please visit the "Tutorial and Documentation" links below. Prior to attending any sessions, we strongly suggest that you use the "System Check" links below to confirm that your system is properly configured. These are simply one-time technical checks and, in the future, you will not need this process unless you switch computers. Blackboard Collaborate is not compatible at this time with iPads.

System Check:

- Configuration Verification that your computer's operating system and Java are supported through Blackboard Collaborate's Configuration page: http://support.blackboardcollaborate.com/ics/support/default.asp? deptID=8336&task=knowledge&questionID=1473
- Demo Room If you will be using a microphone (or webcam), Blackboard Collaborate has a demo room that can be used to verify the connection to these devices through the "Audio Setup Wizard": https://sas.elluminate.com/site/external/jwsdetect/meeting.jnlp?sid=345&password=M.A2DE26587EB74583B59A0F8AAD0CC4&username=Test

Tutorial and Documentation:

Online Orientation (Video): http://www.brainshark.com/blackboardinc/vu?
 pi=zGLzYw5XBz35Sgz0

On-Demand Learning (Documentation): http://www.blackboard.com/Platforms/Collaborate/Services/On-Demand-Learning-Center/Web-Conferencing.aspx.

The announcement for the April 12th presentation was also published in local newspapers.



Attachment 4

Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process.

Wyoming has adopted the Common Core State Standards (CCSS) in Language Arts and Mathematics. The Wyoming Content and Performance Standards are reviewed every five years. In 2010, a committee of Wyoming educators came together and reviewed our state's 2008 standards. After several meetings and discussions, both the Language Arts and Mathematics committees determined that the CCSS aligned with the goals of Wyoming education in these two content areas. The CCSS were presented to the State Board of Education, and the Board voted to adopt these standards for Wyoming Language Arts and Mathematics. State rules were promulgated to adopt the CCSS in place of the former 2008 Standards for Language Arts and Mathematics. As part of the rules promulgation process, the public had a 45-day window to submit comment regarding the CCSS. Additionally, the Wyoming Department of Education hosted multiple public hearings where participants had the opportunity to vocally share their opinions about adopting the CCSS. After a review of the public comments, the State Board of Education again voted to adopt the CCSS in Wyoming. Subsequently, the governor signed the CCSS into our state law on July 11, 2013 and can be found on the Secretary of State's website:

Link to Chapter 31 Rules (see Section 8): http://soswy.state.wy.us/Rules/RULES/8666.pdf

Due to the sheer volume of the Standards, all Wyoming Standards are adopted by reference within the Chapter 31 Rules. A link to the actual standards is provided here:

Link to math standards:

http://edu.wyoming.gov/sf-docs/standards/final-2012-math-standards.pdf?sfvrsn=2

Link to language arts standards:

http://edu.wyoming.gov/sf-docs/standards/final-2012-ela-standards.pdf?sfvrsn=2

A crosswalk and gap analysis between Wyoming's former standards and the newly adopted CCSS can be found here:

> Link to crosswalk and gap analysis between 2008 WY standards and CCSS: http://edu.wyoming.gov/programs/standards/standards review.aspx

It is important to note that the Chapter 31 Rules where the Wyoming Content and Performance Standards currently reside is proposed to be divided into two chapters in which the Wyoming Content and Performance Standards would be separated from the rest of Chapter 31 (High School Graduation Requirements) and become their own chapter (Chapter 10). This proposed rule change is currently in promulgation. We anticipate this proposal will be signed into law later this spring or early summer. With this in mind, realize that the web location of the evidence of CCSS adoption may move, however the links to the actual standards should remain the same.



Wyoming Department of Education

Jim Rose, Interim Director
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050
Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013 - 028

TO: District Superintendents

Curriculum Directors

Instructional Facilitators and Coaches

Language Arts Teachers, K-12 Mathematics Teachers, K-12

FROM: Laurie Hernandez, Supervisor

Standards, Learning, and Accountability Unit

DATE: March 18, 2013

SUBJECT: UPCOMING PROFESSIONAL DEVELOPMENT: Teaching and

Assessing Common Core Standards

TIME SENSITIVE INFORMATION - PLEASE SHARE IMMEDIATELY

On Friday, April 12, 2013, the Wyoming Department of Education will be offering a professional development workshop on *Teaching and Assessing Common Core Standards*. There will be two sessions offered: one in the morning from 8:30 – 11:30 a.m. and another from 1:00 – 4:00 p.m. at the McMurry Training Center in Casper, WY (2220 N. Bryan Stock Trail). *Please note*: the two workshops are identical, and participants need only attend one session.

The purpose of this workshop is to provide information about resources available around assessment and CCSS in the areas of language arts and mathematics. The training will be especially helpful to those who are just starting the implementation process. Interested parties should register at the following link: https://www.surveymonkey.com/s/W22KFF5

A block of 20 rooms has been reserved at the Holiday Inn McMurry Park under the "Wyoming Department of Education – Standards Division." The rate is \$77 per night. Participants are responsible for their own lodging expenses.

If you have any questions or problems registering, please contact Laurie Hernandez at Laurie.Hernandez@wyo.gov or 307-777-3469.

LAH:dr



Wyoming Department of Education

Jim Rose, Interim Director Hathaway Building, 2nd Floor, 2300 Capitol Avenue Cheyenne WY 82002-0050 Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013 - 029

TO: District Superintendents

Curriculum Directors

FROM: Julie Magee, Unit Leader

Standards, Learning & Accountability

DATE: March 18, 2013

SUBJECT: Update Regarding Chapter 31 Rules and the District Assessment

System

INFORMATION TO SHARE

On Tuesday, March 12, 2013, the Wyoming State Board of Education voted to further revise the Chapter 31 Rules: High School Graduation Requirements.

Presently, Chapter 31 contains rules regarding Wyoming Content and Performance Standards, including revisions to the Foreign Language and Fine & Performing Arts Standards, as well as guidance about the District Assessment System (formerly Body of Evidence; see Section 10 of the attached rules). In order to be consistent with Enrolled Act 116 (HB0091 - attached), Section 10 of these rules will be revised to incorporate the new laws relating to the District Assessment System. For specific details, please review W.S. 21-2-304 as outlined in EA116.

What does this mean for the proposed revisions to the Foreign Language and Fine & Performing Arts Standards?

On November 2, 2012, the State Board of Education voted to adopt the newly revised standards in each of these content areas. Although the Chapter 31 Rules revision is currently delayed, the Board realizes that districts are eager to begin implementing the revised standards and may begin working toward that end.

District Superintendents Curriculum Directors March 18, 2013 Page 2

What does this mean for the summer 2013 review of the District Assessment System?

The additional revisions in the Chapter 31 Rules will address the process and components of the District Assessment System review. However, because those guidelines have not yet been established in a manner consistent with EA116, there will be no formal review of any district's assessment system before the 2013-2014 school year.

The Department will be meeting with the Wyoming Curriculum Directors Association on April 11, 2013, to discuss and receive feedback about the components of the District Assessment System.

If you have any questions, please contact Julie Magee at 307.777.8740 or julie.magee@wyo.edu.

JM:dr

Attachments (2)

Wyoming Department of Education

Chapter 31

Wyoming Graduation Requirements and Content and Performance Standards

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002) [W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)

Section 4. Definitions.

- (a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]
- (b) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]
- (c) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.
- (d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).

- (e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.
- (f) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)]
- (g) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]
- (h) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, "school years" is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.
- (i) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)].

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Common Core of Knowledge and Common Core of Skills.

(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of

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knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):

Common core of knowledge:

Reading/Language Arts;

Social Studies;

Mathematics;

Science;

Fine Arts and Performing Arts;

Physical Education;

Health and safety;

Humanities;

Career/vocational education;

Foreign cultures and languages;

Applied technology;

Government and civics including state and federal constitutions pursuant to W.S. 21-9-

102.

Common core of skills:

Problem solving;

Interpersonal communications;

Keyboarding and computer applications;

Critical thinking;

Creativity;

Life skills, including personal financial management skills.

Section 8. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

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- (i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;
- (ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;
- (iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, and amended on November 19, 2008;
- (iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003and amended on November 19, 2008;
- (v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;
- (vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;
- (vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, and amended on November 19, 2008;
- (viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008;
- (ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, and amended on November 19, 2008.
- (b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.
- (c) The above-referenced content and performance standards dated November 19, 2008 and September 23, 2011, are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

Section 9. High School Diploma.

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include:

The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

- (i) Four (4) school years of English;
- (ii) Three (3) school years of mathematics;
- (iii) Three (3) school years of science;
- (iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions. [W.S. 21-2-304 (a)(iii)]
- (b) Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)
- (c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under Section 8 of this chapter. [W.S. 21-2-304(a)(iii) and (iv)] A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:
 - (i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;
 - (ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;

Section 10. Evidence.

(a) Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].

The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards as specified in Section 8 of this chapter. The assessment system shall be designed and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

- (i) The alignment criterion shall be met if the combination of assessments that comprise the system are aligned with district content and performance standards so that the full set of standards, both in terms of content and cognitive complexity are assessed. Multiple assessment measures and formats shall be employed in the system to maximize the alignment between standards and assessments.
- (ii) The decision regarding whether or not a student has met the graduation requirements for a given content area must demonstrate a high degree of consistency such that the rates of classifying students into performance categories incorrectly are minimal. The focus of this evaluation should be concentrated on the system and should examine, for example, how different judges would evaluate the same set of data about a group of potential graduates. In order to satisfy this criterion, the district should also document that the results of the assessments are not overly influenced by error due to raters or the specific tasks/items used comprising the assessments. Individual assessments within the system shall be evaluated for consistency, in terms of error due to raters, tasks, administration conditions, and occasions.
- (iii) The assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students. Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness. The results of the assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.

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- (iv) The method for establishing cut scores between various performance levels on the district's assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).
- (v) The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years.
- (b) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.
- (c) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.
- (d) A committee of peers shall review each district's assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its assessment system. The committee of peers shall be comprised of Wyoming educators who have successfully completed peer review training conducted by the Wyoming Department of Education. The district shall submit evidence to the committee of peers in accordance with the peer review guidance provided by the Wyoming Department of Education based upon the evaluation criteria identified in Section 10 (a). This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the district chooses to submit to support the technical quality of the assessment system.
- (e) All Wyoming school districts with a high school shall submit their assessment system documentation, as described in Section 10(d) of this chapter to the Wyoming Department of Education according to the following schedule:
 - (i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates.
- (f) For special needs students include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies

for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

Section 11. Effective Date for Graduation Requirements.

- (a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 9(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in Section 8 of this chapter as set forth in Section 10 of this chapter and who also completes the requirements set forth in Section 9 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)
- (b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 9(c) of this chapter.

ENGROSSED

ENROLLED ACT NO. 116, HOUSE OF REPRESENTATIVES

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AN ACT relating to education accountability; extending timelines specified for phase I of the accountability system under the Wyoming Accountability in Education Act; clarifying specified assessment and accountability provisions; modifying accountability system college readiness measures as specified; modifying duties and tasks of phase I development and initial implementation; modifying school district assessment requirements for determining graduation eligibility; authorizing rulemaking and requiring reporting; providing compensation, mileage and per diem for state board members; providing appropriations and support for system development; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-204(b) (intro), (c) (iv), by creating a new paragraph (vii), (d)(intro), (e)(intro), (h)(intro), (i)(intro) and (j), 21-2-303, 21-2-304(a)(iv)(intro) and 21-3-110(a)(xxiv) are amended to read:

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

(b) A statewide education accountability system shall be established by the state board through the department of education in accordance with this section, which implements the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that is based on student performance as determined through multiple measures of school performance. The goals of the Wyoming Accountability in Education Act are to:

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- (c) School level performance shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:
- (iv) Readiness, as defined by a standardized achievement college entrance examination or the computer adaptive college placement assessment administered pursuant to W.S. 21-2-202(a)(xxx) in grades grade eleven (11), and twelve (12) together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310, with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post secondary readiness;
- mathematics, subject to a standard for academic progress that is linked to attainment of proficiency within a reasonable period of time. If a school is without a sufficient sequence of assessment scores to support growth computations, another approach to equity may be used subject to approval of the director.
- (d) Beginning in school year 2012-2013-2014, and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by student performance on those performance indicators specified under subsection (c) of this section.

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Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:

- (e) The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. This determination by the board shall be developed through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. The target levels for school performance on all performance indicators measured under subsection (c) of this section shall conform to the January 2012 education accountability report as defined by subsection (k) of this section and shall be used by the state board through the department to:
- (h) Measured performance results obtained and collected pursuant to this section, together with subsequent actions responding to results, shall be combined with other information and measures maintained and acquired under W.S. 21-2-202(a)(xxi), 21-2-304(a)(\vec{v})(H), 21-3-110(a)(xxiv) and otherwise by law, to be used as the basis of a statewide system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets. The statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports for purposes of aligning with the requirements of this section and for determinations of student achievement incorporated into the statewide system. In establishing a reporting system under this subsection, the state board department shall describe the performance of each public school in Wyoming. The performance report shall:

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- (i) Include an overall school performance rating along with ratings for each of the indicators and content levels in the accountability system that:
- (j) Beginning school year $\frac{2013-2014}{2014-2015}$, and each school year thereafter, the state board shall through the director, annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences. Not later than September 1, 2014-2015, and each September 1 thereafter, the state board shall report to the joint education interim committee on the information required under this subsection and the results of the accountability system for each school in the state.

21-2-303. Expenses.

All appointed members of the state board shall receive travel expenses, for compensation, per diem, and mileage expense for actual time spent in performance of their duties and traveling expenses while in attendance, and going to and from board meetings in the same manner and amount as employees of the state members of the Wyoming legislature.

21-2-304. Duties of the state board of education.

- (a) The state board of education shall:
- (iv) Effective school year 2013-2014, and each school year thereafter, require district administration of

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common benchmark adaptive assessments statewide in reading and mathematics for grades one (1) through eight (8) in accordance with W.S. 21-3-110(a)(xxiv). The board shall also establish, in consultation with local districts, requirements for students to earn a high school diploma as measured by each district's assessment system prescribed by rule and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). Beginning school year 2014-2015, and each school year thereafter, each district's assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district's measure or measures. The state board shall through the department, annually review and approve each district's assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements. A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xxiv) Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas for which the state board has promulgated standards pursuant to W.S. 21-2-304(a)(iii). To the extent required by W.S. 21-2-204 and 21-2-304(a)(vii), the district assessment system shall be integrated with the statewide assessment

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system and the statewide accountability system. Components of the district assessment system required by this paragraph shall be designed and used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards relative to the common core of knowledge and skills prescribed under W.S. 21-9-101(b). Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board. The district shall on or before August 1, 2015, and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system established under this paragraph. Beginning school year 2013-2014 and each school year thereafter, a component of the district assessment system shall include common benchmark adaptive assessments for reading and mathematics in grades two (2) through eight (8), common to all districts statewide, administered at least two (2) times during any one (1) school year and administered once in grade one (1). An additional component of the district assessment system shall continue the longitudinal study of summer school program effectiveness which uses a single common benchmark adaptive assessment in reading and mathematics administered for summer school and extended day intervention and remediation programs in accordance with 21-13-334(h)(iv);

Section 2. W.S. 21-2-202(a)(xxx), 21-2-204(f)(intro), and (vi), 21-2-304(a)(v)(E) and (vi) and 21-3-110(a)(xxix), as amended by 2013 Wyoming Session Laws, Chapter 1, Section 2, are amended to read:

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21-2-202. Duties of the director.

(a) In addition to any other duties assigned by law, the director shall:

(xxx) Effective school year 2012-2013 and each school year thereafter, in consultation and coordination with local school districts, by rule and regulation establish a program of administering a standardized, curriculum based, achievement college entrance examination, computer-adaptive college placement assessment and a job skills assessment test selected by the director to all students in the eleventh and twelfth grades throughout the state in accordance with this paragraph. The examinations and tests selected by the director, shall be administered throughout the United States and shall be relied upon by institutions of higher education. The college entrance examination shall at a minimum test in the areas of English, reading, writing, mathematics and science for all students in grade eleven (11). The jobs skills assessment test shall be optional for all students in grade eleven (11) and shall at a minimum test in the areas of applied math, reading for information and locating information. The director shall pay all costs associated with administering the college entrance examination, the computer-adaptive college placement assessment and the jobs skills assessment test and shall schedule a day during which examinations shall be provided. and one (1) shall be administered to all eleventh and twelfth grade students throughout the state. The date for administration of the college entrance examination in grade eleven (11) shall be selected so that following receipt of scores, students may timely register for senior year classes which may be necessary to allow the student to qualify for a state provided scholarship. The computer adaptive college placement assessment shall be optional and all students in

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grade twelve (12) shall be provided at least one (1) opportunity to take the computer adaptive college placement assessment in the spring during the school year. The director may enter into agreements with an administrator of the college entrance examination and the computer-adaptive college placement assessment and an administrator of the jobs skills assessment test and adopt rules as necessary to ensure compliance with any requirements of an administrator, such as a secure environment. Waivers may be granted for the examinations and tests required by this paragraph for students with disabilities in accordance with the provisions of the federal No Child Left Behind Act of 2001 and the federal Individuals with Disabilities Education Act. Alternative Alternate assessments and accommodations may shall be offered by the director in accordance with rule and regulation;

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

- (f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be established by the state board director, and shall conform to the January 2012 education accountability report as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequence. Commencing with school year 2013 2014 2014 - 2015, and each school year thereafter, the director shall take action based upon system results according to the following:
- (v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The director shall appoint a

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representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The director shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be recommended by the school district superintendent and approved by the local board of trustees and submitted to the school district superintendent prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may be grounds for dismissal of the school principal;

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21-2-304. Duties of the state board of education.

- (a) The state board of education shall:
- (v) Through the director and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:
- (E) Include Use only multiple measures choice items to ensure alignment to the statewide content and performance standards., including multiple choice items. For the writing and language assessment only, include multiple measures and item types to ensure alignment, which may include grade appropriate open response tasks, constructed and extended response items as appropriate;
- (vi) Subject to and in accordance with W.S. 21-2-204, through the director and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate achievement, growth, and readiness and equity as required by W.S. 21-2-204.

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state board, through the director, shall establish performance targets as required by W.S. 21-2-204(e), establish a progressive multi-tiered system of supports, interventions and consequences as required by W.S. 21-2-204(f) and shall establish a statewide reporting system pursuant to W.S. 21-2-204(h). The system created shall conform to the Japuary 2012 advection assemblished. shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k). In addition and for purposes of complying with requirements under the federal No Child Left Behind Act of 2001, the board shall by rule and regulation provide for annual accountability determinations based upon adequate yearly progress measures imposed by federal law for all schools and school districts imposing a range of educational consequences and supports resulting from accountability determinations;

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xxix) Beginning in school year 2012-2013, and each school year thereafter, administer a program where all students enrolled in the eleventh and twelfth grades in the district shall be required to take or be provided the opportunity to take, on a date specified by the director of the department of education, a standardized, curriculum based, achievement college entrance examination, a computer-adaptive college placement assessment or a jobs skills assessment test in accordance with W.S. 21-2-202(a)(xxx). Each school district shall provide the opportunity for all home school and private school students in the eleventh and twelfth grades and residing within the district to take the examinations or the jobs skills assessment test at no cost to the student on the same date administered to all eleventh and twelfth grade public

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school students in the state. The results of the examinations or jobs skills assessment test taken shall be included in each student's transcript;

Section 3. 2011 Wyoming Session Laws, Chapter 184, Section 4(d)(vii) is amended to read:

Section 4.

(d) The select committee on statewide education accountability shall be assisted by an advisory committee to provide information to the select committee as it deems necessary to carry out this section. The advisory committee shall consist of the following members:

(vii) A representative of department of education designated by the state superintendent of public instruction director of the department;

Section 4. W.S. 21-2-204(g) is repealed.

Section 5.

- (a) Notwithstanding 2012 Wyoming Session Laws, Chapter 101, Section 5, and subject to the advice and guidance of the state board, the department of education shall develop phase I of the pilot statewide education accountability system in accordance with components prescribed by W.S. 21-2-204 and 21-2-304(a)(vi). Specifically, the phase I pilot accountability system development shall:
- (i) Refine and correct components of the pilot accountability system, as developed by the state board

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submitted in a November 2012 report to the select committee on statewide education accountability, which is in a manner that is in accordance with the January, 2012 education accountability report and W.S. 21-2-204. In executing this paragraph, the department shall develop a model reflecting refined and corrected components that is based upon:

- (A) Technically defensible computations of achievement, growth, equity and readiness, with proper consideration provided for inclusion and attribution requirements; and
- (B) Data analyses to evaluate the reliability and validity of each component and the overall accountability system, conducted in a manner consistent with the January, 2012 education accountability report.
- (ii) Include completion of business rules required for the implementation and administration of a fully operational phase I pilot accountability system refined and corrected under paragraph (i) of this subsection, including alternative schools under W.S. 21-13-309(m)(v)(B);
- (iii) Reconvene the Wyoming education accountability professional judgment panel established under 2012 Wyoming Session Laws, Chapter 101, Section 5(b)(ii), expanded as deemed necessary by the department and the state board to include additional and alternative members beyond those members specified under law. The professional judgment panel shall be used by the department in developing and establishing target performance levels specified under W.S. 21-2-204(e);
- (iv) Use available data from prior school years to demonstrate operation of the phase I pilot system

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subject to business rules developed by the department under paragraph (ii) of this subsection and target performance levels determined by the professional judgment panel under paragraph (iii) of this subsection. The pilot system shall analyze and recommend possible use of results from the computer adaptive placement assessment in grade twelve (12) administered under W.S. 21-2-202(a)(xxx) in a manner that is technically valid and defensible. The results from the computer adaptive placement assessment shall be aggregated at the school level, as a measure of post secondary readiness, and shall include specific values and weights for incorporation into the phase I pilot system;

- (v) In consultation with the advisory committee to the select committee on statewide education accountability created under 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as amended by section 3 of this act, and continued under 2012 Wyoming Session Laws, Chapter 101, Section 4(b), design a multi-tiered system of support, interventions and consequences which is coordinated with school performance determinations and complies with W.S. 21-2-204(f). The system of support shall be specified in a design document and implementation plan.
- (b) Not later than October 15, 2013, the state board, through the department, shall submit a report on phase I of the pilot statewide education accountability system developed under this section to the select committee on statewide education accountability established under 2011 Wyoming Session Laws, Chapter 184, Section 4, and continued by 2012 Wyoming Session Laws, Chapter 101, Section 4. Based upon this report, the select committee shall report its findings and recommendations to the Wyoming legislature prior to the 2014 budget session, including implementing legislation and a timeline for implementation when applicable.

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- (c) Notwithstanding W.S. 21-2-204 and 21-2-304, the state board and the department of education shall investigate options available to the state for future assessment system development. The state board, through the department, shall periodically report to the select committee on statewide education accountability regarding the status of assessment development, investigation of options available to the state and the impact of existing law governing statewide assessments on future assessment development. The select committee shall report to the 2014 legislature on any necessary legislation supporting future assessment development.
- (d) The department of education shall continue work necessary to secure a waiver from the federal department of education allowing the use of the standardized achievement college entrance examination administered in grade eleven (11) as required by 2012 Wyoming Session Laws, Chapter 101, Section 3(a).
- (e) The state board and department of education, in implementing W.S. 21-2-304(a)(iv) and 21-3-110(a)(xxiv), as amended by section 1 of this act, pertaining to development of guidelines for measures to be included within school district assessment systems for purposes of determining successful completion of high school graduation requirements, shall periodically report progress to the select committee. A report with final recommendations on quidelines shall be included within the October 15, 2013, report required under subsection (b) of this section.
- (f) In carrying out duties prescribed by this section, and in addition to outreach provided by members of the advisory committee to the select committee as created by 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as

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amended by section 3 of this act, the state board through the department of education shall provide outreach activities and communications to school districts and to local communities coinciding with the development of components of the report required by subsection (b) of this section, and with the development of recommendations contained within this report. Comments generated from district and local community outreach activities shall be considered by the board and the department in executing requirements imposed under this section, and shall be included within the report submitted to the select committee pursuant to subsection (b) of this section.

Section 6.

- (a) For the period commencing on the effective date of this section and ending June 30, 2014, up to two hundred fifty thousand dollars (\$250,000.00) is appropriated from the school foundation program account to the department of education to carry out duties imposed by this act upon the department and the state board. This appropriation may be expended for acquisition of necessary professional consulting expertise. The department and state board shall report expenditures of amounts appropriated under this subsection to members of the select committee on statewide education accountability on or before January 15, 2014.
- (b) In addition to support provided to the state board of education and the department of education under subsection (a) of this section, the legislative service office, through acquired professional consulting expertise, shall assist the department and state board in carrying out the provisions of this act.

ORIGINAL HOUSE BILL NO. 0091 ENROLLED ACT NO. 116, HOUSE OF REPRESENTATIVES SIXTY-SECOND LEGISLATURE OF THE STATE OF WYOMING 2013 GENERAL SESSION Section 7. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution. (END)

Speaker of the House President of the Senate Governor TIME APPROVED: ____ DATE APPROVED: ____ I hereby certify that this act originated in the House. Chief Clerk

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Wyoming Department of Education

Jim Rose, Interim Director
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050
Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

MEMORANDUM NO. 2013-033

TO: School District Superintendents

Principals

Curriculum Directors Special Education Directors District Assessment Coordinators

K-12 Teachers

FROM: Deb Lindsey, Director of State Assessment

DATE: March 25, 2013

SUBJECT: Interest Survey for CCSS Expansion/Alternate Standards Committee

TIME SENSITIVE MATERIAL

The Wyoming Department of Education (WDE) needs interested Wyoming teachers and administrators in grades K-12, to participate in the development of CCSS-aligned standards extensions for students with significant cognitive disabilities.

Committee work has been scheduled for June 11-14, 2013 in Cheyenne.

The WDE has created a survey for educators to indicate interest in this professional development opportunity. Please note that responding with an interest does not commit you to anything at this time. The Standards Committee members will be selected from the list of those interested. Please disseminate this survey as widely as possible so that all educators are aware of this opportunity.

The link below will take you to the survey which will be open from March 22-April 12-

https://www.surveymonkey.com/s/C5387Q2

For more information, contact Pari Swanson at pari.swanson@wyo.gov or call (307) 777-5292.

MEMORANDUM NO. 2013 - XXX

TO: District Superintendents

Curriculum Directors

Instructional Facilitators and Coaches

Language Arts Teachers, K-12 Mathematics Teachers, K-12

FROM: Laurie Hernandez, Supervisor of Standards and Early Childhood

Educational Consultant, Math

Standards, Learning, and Accountability Division

DATE: March 18, 2013

SUBJECT: UPCOMING PROFESSIONAL DEVELOPMENT: Teaching and

Assessing Common Core Standards

TIME SENSITIVE INFORMATION - PLEASE SHARE IMMEDIATELY

On Friday, April 12, 2013, the Wyoming Department of Education will be offering a professional development on *Teaching and Assessing Common Core Standards*. There will be two sessions offered: one in the morning from 8:30 – 11:30 a.m. and one in the afternoon from 1:00 – 4:00 p.m. at the McMurry Training Center in Casper, WY (2220 N. Bryan Stock Trail). <u>Please note</u>: the two workshops are identical, and participants need only attend one session or the other.

The purpose of this workshop is to provide information about resources available around assessment and CCSS in the areas of language arts and mathematics, especially those who are just starting the implementation process. Interested parties should register at the following link:

https://www.surveymonkey.com/s/W22KFF5

A block of 20 rooms has been reserved at the Holiday Inn McMurry Park under the "Wyoming Department of Education – Standards Division". The rate is \$77/night. Participants are responsible for their own lodging expenses.

If you have any questions or problems registering, please contact Laurie Hernandez at <u>Laurie.Hernandez@wyo.gov</u> or 307-777-3469.

LAH:dr

WYOMING LANGUAGE ARTS STANDARDS

2008 Wyoming Content & Performance Standards for Language Arts	Common Core State Standards for Language Arts
 Three Standards: Students use the reading process to demonstrate understanding of literary and informational texts. Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces. Students use listening and speaking skills for a variety of purposes and audiences. 	Six Strands: 1. Reading of Literature 2. Reading of Informational Texts 3. Writing 4. Listening and Speaking 5. Language 6. Reading Foundational Skills (K-5 only)
Benchmarks are written to individual grade levels in kindergarten through grade 8, and grade 11. Ninth through twelfth grade students work toward the achievement of the eleventh grade benchmarks.	Standards are written to individual grade levels in kindergarten through grade 8, and two-year bands in grades 9–12. Ninth grade students work toward the achievement of the tenth grade standards; eleventh grade students work toward the achievement of the twelfth grade standards.
Benchmarks for a single grade-level are presented on each page. While certain benchmarks are introduced at varying levels of complexity at multiple grade levels, the document was not created with the intent to show the linear progression of specific benchmarks, or skills, across grade levels.	Standards for several grade levels are presented on each page, displaying the linear progression of each standard, or skill, from one grade level to the next. *The grade-level/grade-band standards correspond to the College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.
Literacy standards and benchmarks are defined for English language arts with a strong focus on the reading and writing of narrative and informational texts; however, literacy standards are not explicitly identified for other content area disciplines.	Grades 6–12 are covered in two content area—specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s). This division reflects the unique, time-honored place
	of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

What is new in the Wyoming Language Arts Standards?

- 1. What was once called **Standards** is now called **Strands**. Three standards (1. Reading, 2. Writing, 3. Listening & Speaking) have now been revised into SIX STRANDS (1. Reading of Literature, 2. Reading of Informational Texts, 3. Writing, 4. Listening & Speaking, 5. Language, 6. Reading Foundational Skills for grades K-5). The table above outlines other changes in structure and terminology.
- 2. Changes in Reading include the following:
 - a. OLD: presents a variety of genres, but most emphasis was on expository and functional texts
 - b. NEW: reflects shift between literary and informational texts (clearer emphasis, more balanced); there is a page of standards for each type of text
 - c. OLD: levels of text not mentioned in 2008 standards
 - d. NEW: reading level (complexity band) explicitly mentioned; Lexile levels of texts increase as grade level progresses; vertical alignment is evident from grade level to grade level
- 3. Changes in Writing include the following:
 - a. OLD: two genres tested—NARRATIVE (Expressive) and EXPOSITORY
 - b. NEW: three genres—NARRATIVE, EXPOSITORY, and PERSUASIVE (Persuasive originally rolled up into Expository).
 - c. OLD: writing rubric based on four traits (IDEAS, ORGANIZATION, VOICE, CONVENTIONS)
 - d. NEW: writing rubric (for state assessment) may change, but that is yet to be determined
 - e. OLD: conventions/grammar/usage taught within the Writing Process
 - f. NEW: conventions/grammar/usage now separate Strand called "Language"

Quick Sheet - WY Math Standards Compared to Common Core Standards

Probability – WY starts in 2nd grade with tallying the number of times a spinner lands on a color or number, but truly starts later when students can grasp the ideas. CC starts in 6th grade. Measurement – WY only uses U.S. measurement system until HS; CC focuses more on metric measurement.

WY terminology	CC terminology
Standards	Domain
Benchmarks	Standards
Skills	Clusters

Kindergarten

- **CC Introduces later (WY introduces in this grade)**
 - Money is moved to 2nd grade in CC
 - CC doesn't specifically ask students to be able to identify coins like WY does
 - o Measurement of length is moved to 1st grade in CC
 - o Number Patterns is moved to 3rd + grade in CC
- More rigorous in CC
 - o Counting up to 20 (WY only up to 9)
- Newly introduced in CC, not in WY standards
 - Addition and Subtraction within 10 (WY 1st grade)
 - o Comparing numbers (WY 1st grade)
 - o Geometry standards (WY 1st grade)

1st Grade

- **CC Introduces later (WY introduces in this grade)**
 - Money is moved to 2nd grade in CC
 - o Number Patterns are introduced later (grades 3+) in CC
 - o Simple probability experiments, recorded as tally marks (rigorously starts in 6th grade in CC)
- More rigorous in CC
 - o Students will read & represent numbers up to 120 (WY up to 99)
 - o All Geometry standards are introduced in Kindergarten in CC
- Newly introduced in CC, not in WY standards
 - o Commutative property of addition [3+8=11 therefore, 8+3=11] (WY 2nd grade)
 - Associative property of addition [2+6+4=2+10=12] (WY 2nd grade)
 - o Time (WY 2nd grade)
 - Subtraction (WY 2nd grade)

2nd Grade

- CC Introduces later (WY introduces in this grade)
 - o Number Patterns are introduced later (grades 3+) in CC
 - o Estimation and measurement of weight is moved to 3rd grade in CC
 - o Probability experiments with spinners (WY) is introduced much later in 6th grade in CC

CC Introduces earlier than WY standards

Students will learn the commutative property in 1st grade in CC [8+3=11 therefore, 3+8=11]

Newly introduced in CC, not in WY standards

o Foundations of Multiplication [add by 2s, 5s....] - (WY 4th grade)

3rd Grade

- **CC Introduces later (WY introduces in this grade)**
 - o Simple probability experiments are introduced much later in 6th grade in CC
 - o Congruency & line of symmetry is not directly addressed until 8th grade in CC

CC Introduces earlier than WY standards

- o Read & write numbers up to 1000 moves down to 2nd grade in CC
- o Money up to \$5 (WY) is studied in 2nd grade in CC (not specifically up to \$5)
- o Add & Subtract up to 20 is studied in 2nd grade in CC
- o Communicating method of problem-solving is moved down to 2nd grade in CC
- Use US measurement for length in 2nd grade in CC

More rigorous in CC

- o Move from US measurement to metric measurement in 3rd grade
- Algebra patterns is more in depth than WY standards; introduce (×) & (÷) properties and relationships

Newly introduced in CC, not in WY standards

- o Fractions (WY 5th)
- o Multiplication and division within 100 (WY 4th 5th grade)
- o Metric measurements (WY 7th grade)
- o Area and multiplication with geometric measurement (WY 4th grade)

4th Grade

More rigorous in CC

- Use 4 operations to solve multi-step word problems [WY (+), (-) to 20 & (x) to 10]
- o Measurement is more deeply introduced in 2nd grade in CC and continues through 3rd and 4th grade
- o Data analysis, collection, organization and interpreting graphs (starts in 2nd grade in CC)

Newly added in CC, not in WY

o Multiply a whole number of up to 4 digits by a one-digit whole number (WY 6th grade)

5th Grade

- CC Introduces later (WY introduces in this grade)
 - o Geometric terms, shapes, & 3-D figures is moved to 6th grade in CC
- More rigorous in CC
 - o Compare decimals to 1000ths (WY up to 100ths)
 - o Add and subtract fractions with unlike denominators (WY only with like denominator)
 - Solve word problems involving (+) and (-) of fractions
 - o Perform operations with multi-digit numbers and with decimals to 100ths (WY to 100) [100.75 vs. 100]
 - o Using a variable as an unknown to solve a problem starts down in 1st+ grade in CC
- Newly introduced in CC, not in WY standards
 - Graph points on the coordinate plane to solve problems
 - o (x) and (÷) fractions

6th Grade

- More rigorous in CC
 - o 2-D and 3-D geometric shapes introduced 3rd+ grade in CC
 - o Ratio reasoning to solve problems [e.g. 34 of \$5]
 - Statistics and Probability (much deeper understanding here and following grades)
- Newly introduced in CC, not in WY standards
 - o Divide by fractions (WY 7th grade)
 - o Represent and analyze quantitative relationships between dependent and independent variables (WY doesn't specifically in any grade)

- Introduced much earlier in CC than in WY standards
 - o (x) & (\div) of fractions and decimals found in 5th + in CC
 - o Geometry addressed earlier in grades 4th + in CC (except congruency in 8th in CC)
 - o Measurement including volume, weight, and mass is addressed 2nd 5th grades in CC
- More rigorous in CC
 - Operations with fractions to (+), (-), (×), and (÷) rational numbers Ordering of rational numbers (WY 4th +)
 - o Geometry surface area and volume (WY 8th grade)
 - Geometry solve problems involving scale drawings (WY doesn't in any grade)
 - o Algebra order of operations and problem solving (WY 6th grade)
 - o Problem solving from a graph leading to inequalities (WY doesn't in any grade)
- Newly introduced in CC, not in WY standards
 - o Probability models and using them to find discrepancies (WY doesn't in any grade)
 - o Random sampling to draw inferences about a population (WY doesn't in any grade)
 - o Draw informal comparative inferences about two populations (WY doesn't in any grade)

8th Grade

Introduced earlier in CC than in WY standards

- o Measurement introduced in 2nd + grade in CC
- More rigorous in CC
 - Analyze and solve pairs of simultaneous linear equations
 - Using geometry software
 - Irrational numbers
 - o Geometry volume of cylinders, cones, and spheres
- Newly introduced in CC, not in WY standards
 - o Describe effect of dilations, translations, and rotations on 2-D figures using coordinates (WY did reflections earlier in 4th grade)
 - o Investigate patterns of association in bivariate data (WY doesn't in any grade)
 - Use functions to model relationships between quantities (WY doesn't in any grade)

H.S. – Number and Quantity

- **CC Introduces earlier than WY standards**
 - Estimation of problem-solving starts in 7th grade in CC
 - o Represent and apply real number systems in a variety of forms starts in 6th grade in CC
 - o Proportional reasoning to solve problems starts in 7th grade in CC
- More rigorous in CC
 - Use properties of irrational numbers (WY only states rational numbers)
- Newly introduced in CC, not in WY standards
 - Use complex numbers in polynomial identities and equations
 - Represent and model with vector quantities
 - o Perform operations on vectors
 - o Perform operations on matrices and use matrices in applications

H.S. - Algebra

- More rigorous in CC
 - o Linear equations solve, graph and interpret systems starts in 8th grade in CC
 - o Write, model, and evaluate expressions, functions, equations, and inequalities (6th & 7th in CC)
- Newly introduced in CC, not in WY standards
 - Understand the relationship between zeros and factors of polynomials
 - Use polynomial identities to solve problems

H.S. - Functions

- WY standards address some of these domains in Geometry
- Newly introduced in CC, not in WY standards
 - Function notation
 - Exponential models
 - o Trigonometric functions and identities

H.S. – Geometry

- More rigorous in CC
 - o Estimation and measurement (mass, volume) starts 4th + grade in CC
- Newly introduced in CC, not in WY standards
 - o Define trigonometry ratios and solve problems involving right triangles
 - o Apply trigonometry to general triangles
 - Understand and apply theorems about circles
 - o Find arc lengths and areas of sectors in circles
 - o Translate between the geometric description and the equation for a conic section
 - Explain volume formulas and use them to solve problems

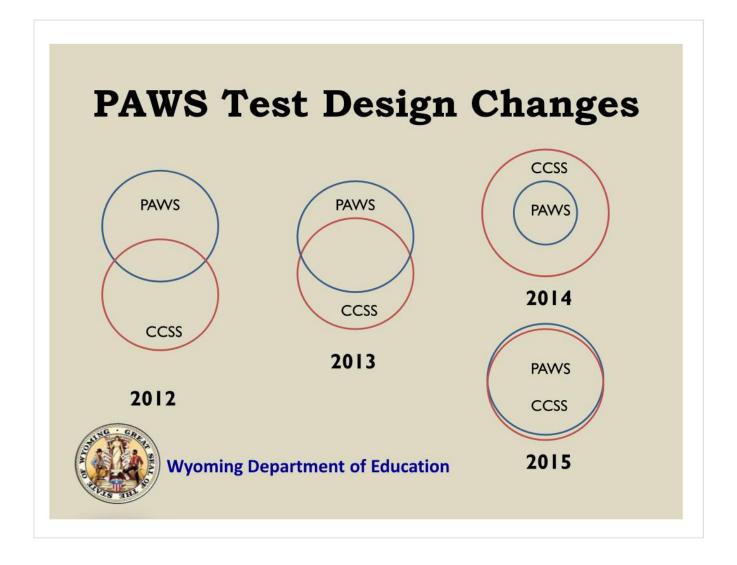
H.S. – Statistics and Probability

- More rigorous in CC
 - o Building and representing data
 - o Interpret linear models
- Newly introduced in CC, not in WY standards
 - o Summarize, represent, and interpret data on two categorical and quantitative variables
 - Understand and evaluate random processes underlying statistical experiments
 - o Understand independence and conditional probability to compute probabilities of compound events in a uniform probability model
 - Calculate expected values and use them to solve problems
 - Use probability to evaluate outcomes of decisions

PAWS Blueprints

Reading and Mathematics





	PAWS T	est Des	sign
School Year	2012-2013	2013-2014	2014-2015
What will be assessed	Standards from the 2008 and 2012 Wyoming Content Standards will be assessed for reading and mathematics.	2012 Wyoming Content Standards will be assessed for reading and mathematics.	2012 Wyoming Content Standards will be assessed for reading and mathematics.
	2008 Wyoming Content Standards will be assessed for science.	2008 Wyoming Content Standards will be assessed for science.	2008 Wyoming Content Standards will be assessed for science.
	Operational items will align to the 2008 and 2012 Wyoming Content Standards. Some items will align to 2008 standards only while others will align to both sets of standards.	Operational items will align to Phase I assessment targets, which align to the 2012 Wyoming Content Standards.	Operational items will align to both Phase I and Phase II assessment targets, which align to the 2012 Wyoming Content Standards.
	Field test items will align to Phase I assessment targets,		Field test items will align to Phase I and Phase II assessment targets, which

targets, which align to the align to the 2012

Wyoming Content

Standards.

2012 Wyoming Content

Standards.

Wyoming Department of Education

which align to the 2012

Wyoming Content

Standards.

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Assessment Design Considerations

- Legislation
 - Item types, length of test, use of test results
- 2012 Wyoming Standards (CCSS)
 - -Text complexity, item types, additional content
- Consortium Assessments
 - -Breadth of content, item types
- Test Development

Skills, reporting decisions, transition

2014 PAWS Assessment Blueprint for Math

Laurie Hernandez, M.Ed. WDE - Education Consultant -Math



Objectives:

- To recognize the functions and purpose of the PAWS Mathematics Blueprint design.
- · To consider a reduction in the number of items on the assessment due to increased difficulty.



CCSSM Standard	2014 WY Targets - 3rd Grade Mathematics (Cluster Headings)	Focus m = major s = supporting a = additional	Items Per Domain	# of Items / Cluster Heading	PAWS Eniphasis	SBAC Emphavis
Operations a	nd Algebraic Thinking		24			
3.OA.1 3.OA.2 3.OA.3 3.OA.4	Represent and solve problems involving multiplication and division.	m	1	8		
3.OA.5 3.OA.6	Understand properties of multiplication and the relationship between multiplication and division.	m		5	40%	47%
3.OA.7	Multiply and divide within 100.	m		5	1	
3.OA.8 3.OA.9	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	m		6		
Number and	Operations - Base Ten		7			
3.NBT.1 3.NBT.2 3.NBT.3	Use place value understanding and properties of operations to perform multidigit arithmetic.	a		7	12%	9%
Number and	Operations - Fractions	1	7		1	Ì
3.NF.1 3.NF.2 3.NF.3	Develop understanding of fractions as numbers.	m		7	12%	10%



Measureme	nt and Data		16			
3.MD.1	Solve problems involving measurement and estimation of intervals of time,	m	4	6		
3.MD.2	liquid volumes, and masses of objects.	m			27%	
3.MD.3	Represent and interpret data.	148		2		25%
3.MD.4	nepresent and interpret datas	3		_		
3.MD.5	Geometric measurement; understand concepts of area and relate area to			5		
3.MD.6	multiplication and to addition.	m	l I			
3.MD.7	matepression and to addition					
3.MD.8	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	a		3		
Geometry	(Interest of the Control of the Cont		6			
3.G.1	Reason with shapes and their attributes.			6	10%	9%
3.G.2	neason with shapes and their attributes.	5		•	1076	370
			60	60	100%	100%



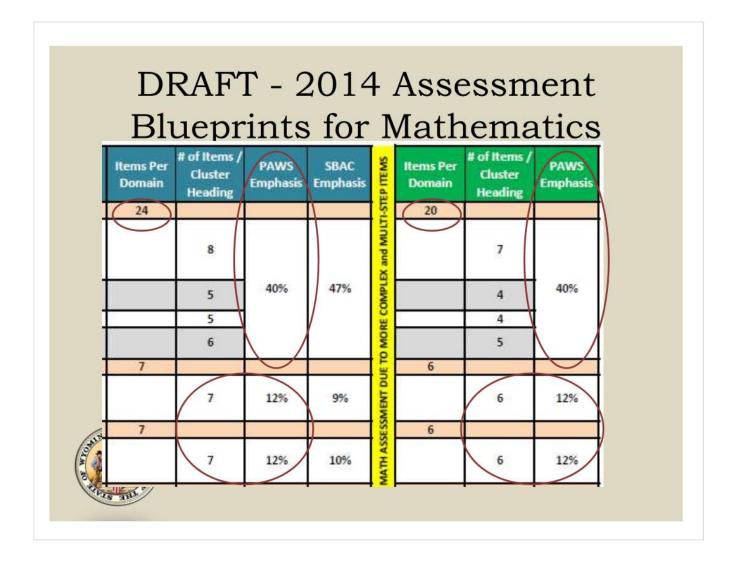
CCSSM Standard	2014 WY Targets - 7th Grade Mathematics (Cluster Heading)	Focus m = major s = supporting a = additional	Items Per Domain	# of Items / Cluster Heading	PAWS Emphasis	SBAC Emphasis		
Ratios and P	roportional Relationships		14					
7.RP.1 7.RP.2 7.RP.3	Analyze proportional relationships and use them to solve real-world and mathematical problems.	m		14	21.21%	22%		
The Number	System		12					
7.NS.1 7.NS.2 7.NS.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	m		12	18.18%	15%		
Expressions a	and Equations		20					
7.EE.1 7.EE.2	Use properties of operations to generate equivalent expressions.	m		8	20.200	2004		
7.EE.3 7.EE.4	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	m		12	30.30%	38%		
Geometry			10					
7.G.1 7.G.2 7.G.3	Draw, construct, and describe geometrical figures and describe the relationships between them.	a		3				
7.G.4 7.G.5	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	a		7	15.15%	17%		
7.G.6	surface area, and volume.				\ /			
		A S						

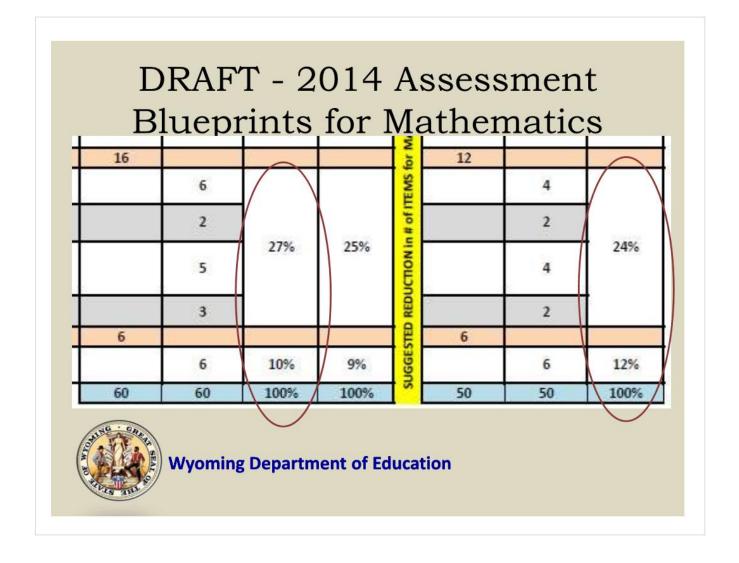


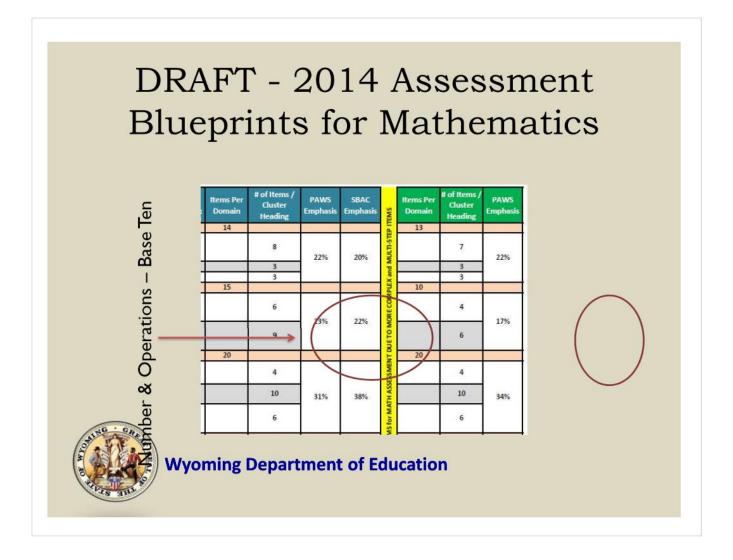
atistics ar	nd Probability		10			
7.SP.1	Use random sampling to draw inferences about a population.	s		3		1
7.SP.2	ose random sampling to draw inferences about a population.	3		,		
7.SP.3	Draw informal comparative inferences about two populations.	а		2	1/	
7.SP.4	braw informal comparative inferences about two populations.	a		Z	15.15%	8%
7.SP.5					15.15%	0/0
7.SP.6	Investigate chance processes and develop, use, and evaluate probability	s		5		
7.SP.7	models.		I I			
7.SP.8						
			66	66	100.00%	100%



OCSSM Standard	2014 WY Targets - 3rd Grade Mathematics (Cluster Headings)	Focus m=major s=supporting a=acifismal	Items Per Domain	Fof Items / Cluster Heading	PAWS Emphasis	SB#C Emphasis	EP ITEMS	HensPer Domain	# of Items / Cluster Heading	PAINS Empha
Operations and Algebraic Thinking			24				ST	10		
3.0A1							1			
3.0A2	Represent and colle problems involving multiplication and division.	n		3			ž		7	
3,043							Survey		- 1	
3.034							X			
3,045	Understand properties of multiplication and the relationship between	n n		5	108	475	APL		4	40%
3.046	nu tiplication and division.						Š		3	
3.0A7	Multiply and divide within 100. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	n		5			S all		4	
3,00.8		m	2	6			NO.	8	5	1
3.04.9		110		0			2		,	







Reading Blueprints



- 2013 Passage Types
 - -Commissioned 100%
 - -Grade 3:
 - Functional 20% Expository 18% (38% Informational)
 - Narrative 62%
 - Other grades see blueprint



2014 Passage Types

- -Commissioned 50 %
- -Permissioned (Previously Published) 50%
- Informational Text
 - Grade 3 -50% Grade 8 55%
- Literary Text
 - Grade 3 50% —— Grade 8 45%



2015 Passage Types

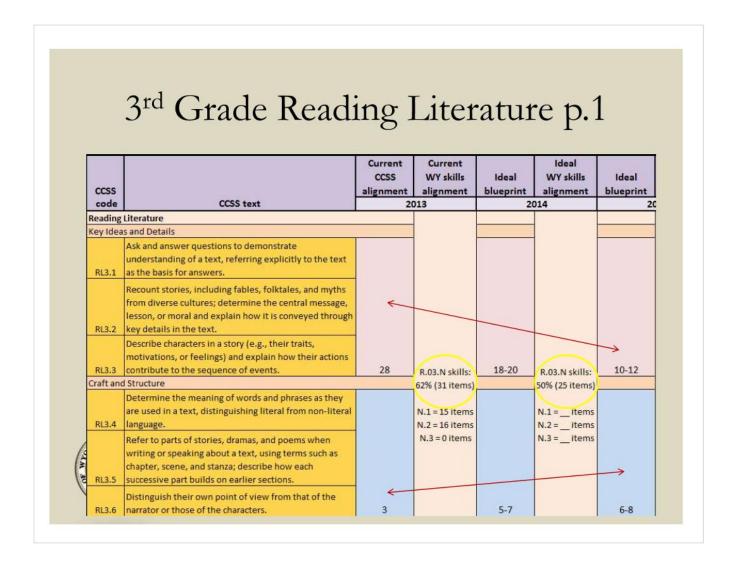
- -Commissioned 30%
- -Permissioned 70%
- Informational Text
 - Grade 3 -50% Grade 8 55%
- Literary Text
 - Grade 3 50% —— Grade 8 45%

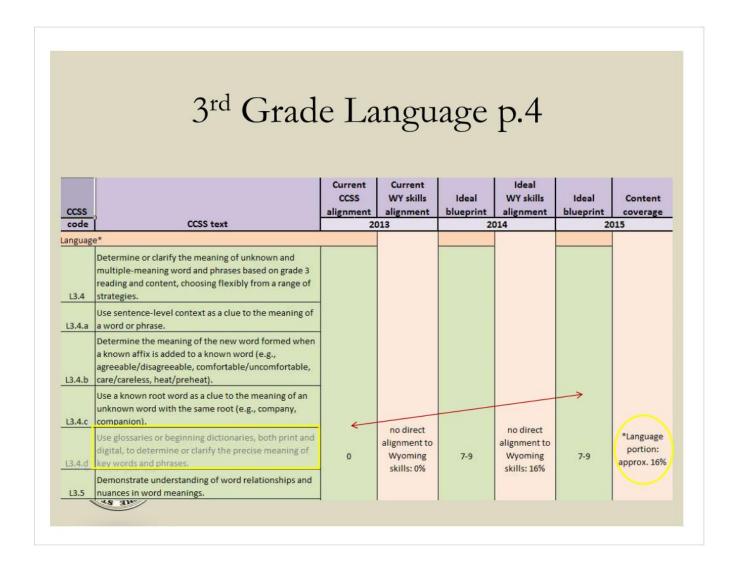


- Item types
 - Multiple choice only (last year for CR's was 2012)
 - Stand alone items (Items not affiliated with a passage)
 - Reading load, language standards
 - Paired passages design of items
 - Develop specifications for passages and associated items

- · Establish a balance between all text types and standards by 2015
- · Provide a substantial and comprehensive assessment of the CCSS
- Shifts in "Language" and "Integration of Knowledge and Ideas"







6th Grade Integration of Knowledge and Ideas p. 15 Current Current ccss WY skills WY skills ccss alignment blueprint alignment blueprint 2015 2013 2014 Integration of Knowledge and Ideas* ompare and contrast the experience of reading a story drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy *Integration stories) in terms of their approaches to similar themes portion: totals above totals above approx. 14% Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or 7-9 22 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by RI6.8 reasons and evidence from claims that are not. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing Blueprints

- 2013
 - "administered separately statewide"
 - Same as 2012 pilot
 - (one prompt grades 3-8)
 - Operational prompts come from 2012 pilot



Writing Blueprint

- 2014 and beyond
 - "allow for monitoring and evaluation of trend"
 - "measurement of written responses to informational and literary text"
 - "may include writing tasks of varying length"
 - "administered in grades 3, 5, and 7"
 - "not to exceed a total of three hours . . . for any grade"

Writing Blueprint

- 2014 Operational
 - Grade 3: Opinion and Expressive or Expository,
 - Grade 5: Opinion or Expressive or Expository, and Response to Text
 - Grade 7: Argument or Expressive or Expository, and Response to Text



Writing Blueprint

• 2014 Field Test Valerie Link



Reporting Decisions

- 2013: Skills
- 2014 Standard Setting
 - Reporting Categories
 - · Skills
 - · CCSS
 - -Score reports design
- **2015**
 - Reporting Categories
 - · CCSS

• Skills?
Wyoming Department of Education



PAWS READING BLUEPRINTS & ASSESSING LITERACY IN THE CCSS

Catherine Leigh Reeves, Language Arts Consultant

Objective

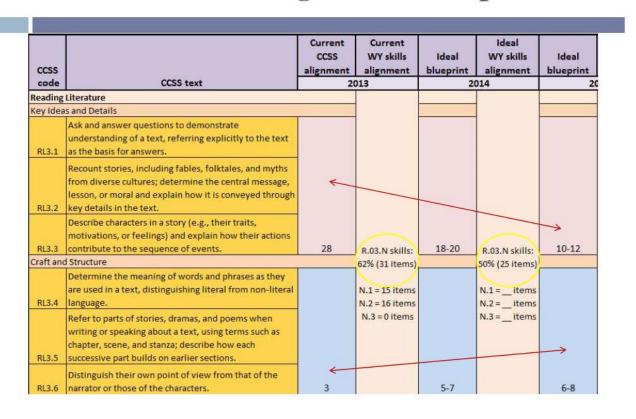
- □ To understand the functions and purpose of the PAWS Reading Blueprint design.
- □ To see how current technology and the Common Core are transforming National assessments.
- □ To question how sample assessment items may help teachers plan instruction so that students can achieve the Common Core expectations.

PAWS Reading Blueprints

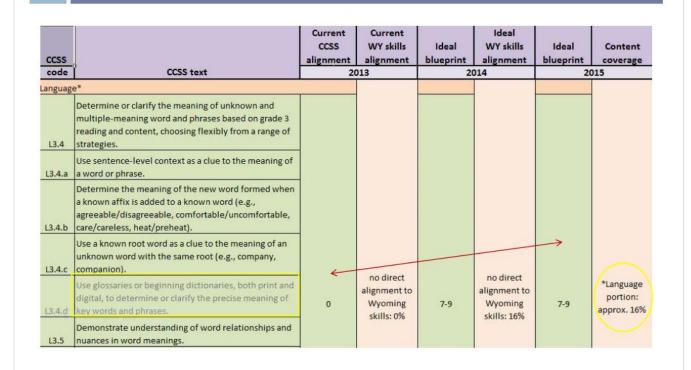
Things to Note:

- □ This document is a draft and subject to change.
- □ The Blueprint strives to establish a balance between all text types and Standards by 2015.
- □ This balance will provide a substantial and comprehensive assessment of the CCSS.
- □ Standards in gray may not be measured on large-scale assessments.
- □ The largest shifts may be found in "Language" and "Integration of Knowledge and Ideas".

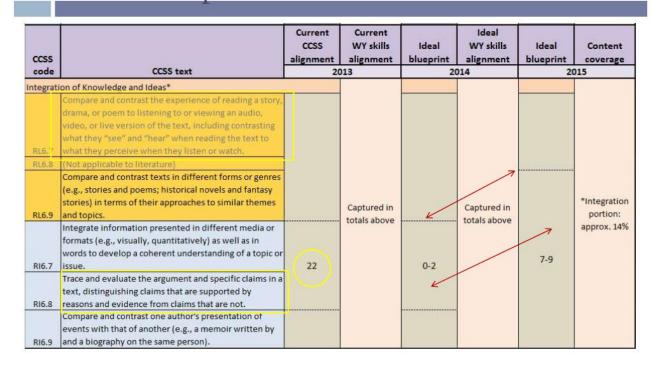
3rd Grade Reading Literature p.1



3rd Grade Language p.4



6th Grade Integration of Knowledge and Ideas p. 15





National Assessment Shifts in the CCSS

- 1. **Complexity:** Regular practice with complex text and its academic language.
- **Evidence:** Reading and writing grounded in evidence from text, literary and informational.
- 3. **Knowledge:** Building knowledge through content rich nonfiction.

Shift 1: Practice with complex text and its academic language

- ☐ Text complexity to ensure students are on track each year for college and career reading.
- Rewards careful, close reading rather than racing through passages.
- Focuses on academic language that pervades complex texts.

Shift 2: Reading and writing grounded in evidence from text, literary and informational

- □ Focuses on students rigorously citing evidence from texts throughout the assessment (including selected-response items).
- Requires writing to sources rather than writing to de-contextualized expository prompts.
- Includes rigorous expectations for narrative writing, including accuracy and precision in writing in later grades.

Shift 3: Building knowledge through content rich nonfiction

Assesses not just ELA but a full range of reading and writing across the disciplines of science and social studies.



Three Innovative Item Types

- Evidence-Based Selected Response (EBSR)—Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.
- Technology-Enhanced Constructed Response (TECR)—Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).
- Range of Prose Constructed Responses (PCR)—Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are four of these items of varying types on each annual performance-based assessment.

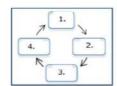
PARCC Sample Items

 $\ \ \, \square \ \, 3^{rd} \,\, Grade \,\, Reading \,\, Item \hbox{:} \,\, {\it Technology} \,\, {\it Enhanced} \,\, {\it Constructed} \,\, {\it Response}$

Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in "How Animals Live."

Words:





Notice: There are 16 ways a student can organize the stages— with only 1/16 a correct response. In a traditional selected response, students would have a ½ opportunity for a correct response. Students must apply their understanding from the text and use details from the text to accurately order the stages—thereby constructing meaning from the informational text to demonstrate they can "answer questions about a text using details from the text."

Alignment to the Standards

- □ Specific CCSS alignment to:
 - RI.3.1 (use of evidence).
 - RI.3.3 (relationship between events).
 - RI.3.10 (complex texts).
- □ Reflects the key shift of *building knowledge from informational text*:
 - students must apply their understanding of the text to complete the graphic.
 - requires explicit references to the text as the basis for the answers rather than simply guessing.
- Whereas traditional items might have asked students to "fill in one blank" on a graphic (with three steps already provided), this technology enhanced item allows students to demonstrate *understanding of the entire sequence* of the life cycle because none of the steps are ordered for them.

PARCC Sample Item

□ 10th Grade Reading Item: Prose Constructed Response Item

Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

Alignment to the Standards

- Specific CCSS alignment to:
 - -RL.10.1 (use of evidence); RI.10.9 (comparison of authors' presentation); RL.10.10 (complex texts).
 - -W.10.2 (writing to inform and explain); W.10.4 (writing coherently); W.10.9 (drawing evidence from texts).
 - -L10.1-3 (grammar and conventions).
- Measures the ability to explain how one text transforms ideas from another text by focusing on a specific concept presented in the texts (the transformation of ideas with regard to the experience of flying).
- Asks students to *write to sources* rather than write to a de-contextualized prompt.
- □ Focuses on students' rigorously citing evidence for their answer.
- Requires students to demonstrate they can apply the *knowledge of language and conventions* when writing.

PARCC Sample Item

□ 6th Grade Reading Item: Evidence-Based Selected-Response Item

Part A

What does the word "regal" mean as it is used in the passage?

- a. generous
- b. threatening
- c. kingly*
- d. uninterested

Part B

Which of the phrases from the passage best helps the reader understand the meaning of "regal?"

- a. "wagging their tails as they awoke"
- b. "the wolves, who were shy"
- c. "their sounds and movements expressed goodwill"
- d. "with his head high and his chest out"*

Alignment to the Standards

- Specific CCSS alignment to:
 - RL.10.1 (evidence).
 - RL.10.2 (theme).
 - RL.10.10 (complex text).
- □ This item helps students gather information and details for use on the Prose Constructed Response; it requires *close analytical reading* to answer both parts correctly (e.g., Part A of this item is challenging because it requires synthesis of several parts of the myth to determine the answer).
- □ Requires students in Part B to *provide evidence* for the accuracy of their answer in Part A.
- PARCC assessment gives students the opportunity to gain partial credit if their answers reflect genuine comprehension on their part (e.g., they identify the theme correctly and are able to identify at least 2 details).

Smarter Balanced Sample Items

□ 3rd-5th Grade Language Arts Item: Technology-Enhanced Constructed Response



Why does the video compare being in space to lying in bed?

- A to tell how an astronaut needs sleep
- (B) to describe how an astronaut floats in space
- c to explain that an astronaut's work is very difficult
- to show how an astronaut's body lacks gravity to help it work

Alignment to the Standards

- Specific CCSS alignment to:
 - -SL-2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - -SL-3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- ☐ This item requires students to interpret information they receive mainly through listening. The video provides context but the audio is the source of information.
- Students can employ effective speaking and listening skills for a range of purposes and audiences.

Smarter Balanced Sample Item

□ 6th-8th Language Arts Item: Technology-Enhanced Constructed Response & Prose Constructed Response Item

Based on what you read in the text, do you think cell phones should be allowed in schools? Using the lists provided in the text, write a paragraph arguing why your position is more reasonable than the opposing position.

Alignment to the Standards

- Specific CCSS alignment to:
 - -W-1(a-e): Write arguments to support claims with clear reasons and relevant evidence.
- Students are asked to apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience
- This item asks students to use the information provided to write a brief text stating and supporting a position.

ACT Sample Reading Items

- □ Passage Adapted from John Steinbeck, *The Red Pony*.
- 1) After he showed Jody the pony in the barn, Carl Tiflin went off by himself because he felt:
- lonely
- B. sad
- embarrassed
- amused
- 2) The inside of the barn is described in the passage as:
- dark and cold
- Bright and warm
- Airless but bright
- Dark and warm
- 3) It can reasonably be inferred from the second "Mine?" (line 66) uttered by Jody that he:
- won't carry the horse after school
- B. Can hardly believe the pony is his
- Is wondering how he's going to afford the pony.
- D. Is embarrassed by what his father has done.

Alignment to the Standards

- Specific CCSS alignment to:
 - -R.L.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.
- Specific ACT Standards
 - -Identify clear main ideas or purposes of complex passages or their paragraphs.
 - -Locate and interpret details in complex passages.
 - -Understand the subtleties in relationships between people, ideas, and so on in virtually any passage.
 - -Infer the main idea or purpose of straightforward paragraphs in more challenging passages.



Assessing Mathematics in the Common Core Standards

Laurie Hernandez, M.Ed. WDE - Education Consultant - Math

Objectives:

- To understand the Phasing of the Assessment Targets for Mathematics.
- To recognize the functions and purpose of the PAWS Mathematics Blueprint design.
- To comprehend how current technology and the Common Core are transforming National assessments.
- To realize how sample assessment items may help teachers plan instruction so that students can achieve the Common Core expectations.

Mathematics Assessment Targets

http://edu.wyoming.gov/Programs/state wide_assessment_system/paws/2012wyoming-standards-paws-assessmenttargets.aspx

Mathematics Targets

 $http://edu.wyoming.gov/Programs/statewide_assessment_system/paws/2012-wyoming-standards-paws-assessment-targets.aspx$

Operations and Algebraic Thinking - Grade 3

Represent and solve problems involving multiplication and division.

Standard	Phase I 2013 Field Test	Phase II 2014 Field Test
3.OA.1	Interpret products of whole numbers such as 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	
3.OA.2		Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally [with no remainders] into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.

Mathematics Targets - cont.

3.OA.3 Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Use division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48, 5 = \square \div 3, 6 \times 6 = ?$

Mathematical Targets

Statistics and Probability - Grade 7 (Continued)

Draw informal comparative inferences about two populations.

Standard	Phase I	Phase II		
Code	2013 Field Test	2014 Field Test		
7.SP.4	Use measures of center for numerical data from random samples to draw informal comparative inferences about two populations.	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.		

DRAFT - 2014 Assessment Blueprints for Mathematics **Focus** # of Items PAWS CCSSM 2014 WY Targets - 3rd Grade Mathematics Items Per SBA **Er** phasis Standard (Cluster Headings) s = supporting Domain Heading Operations and Algebraic Thinking 3.OA.2 Represent and solve problems involving multiplication and division. m 3.OA.3 3.OA.4 3.OA.5 Understand properties of multiplication and the relationship between 40% 47% 5 m 3.OA.6 multiplication and division. Multiply and divide within 100. m Solve problems involving the four operations, and identify and explain 6 m 3.OA.9 Number and Operations - Base Ten 3.NBT.1 Use place value understanding and properties of operations to perform multi 7 12% 9% 3.NBT.2 digit arithmetic. 3 NBT 3 Number and Operations - Fractions 12% 10% 3.NF.2 Develop understanding of fractions as numbers. 3.NF.3

DRAFT - 2014 Assessment Blueprints for Mathematics

Measureme	ent and Data		16			
3.MD.1	Solve problems involving measurement and estimation of intervals of time,			6		
3.MD.2	liquid volumes, and masses of objects.	m		0		
3.MD.3	Represent and interpret data.	S		2	1	25%
3.MD.4	Represent and interpret data.			2	27%	
3.MD.5	Company of the second s	m	1	5		
3.MD.6	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		1 1			
3.MD.7			de la companya de la			
3.MD.8	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	a		3		
Geometry	Harrist Control of Millians Control of the Control		6			
3.G.1	Reason with shapes and their attributes.	S		6	10%	9%
3.G.2			-	0	10%	9%
			60	60	100%	100%

DRAFT - 2014 Assessment Blueprints for Mathematics

CCSSM Standard	2014 WY Targets - 7th Grade Mathematics (Cluster Heading)	Focus m = major s = supporting a = additional	Items Per Domain	# of Items / Cluster Heading	PAWS mphasis	SBAC Emphasis	
Ratios and P	roportional Relationships		14				
7.RP.1	Analyze proportional relationships and use them to solve real-world and	m		14	21.21%		
7.RP.2	mathematical problems.					22%	
7.RP.3							
The Number	System		12				
7.NS.1	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			12	18.18%	15%	
7.NS.2		m					
7.NS.3							
Expressions a	and Equations		20				
7.EE.1	Use properties of operations to generate equivalent expressions	m		8 30.30%	30 30%	38%	
7.EE.2	Use properties of operations to generate equivalent expressions.						
7.EE.3	Solve real-life and mathematical problems using numerical and algebraic	m			30.3070		
7.EE.4	expressions and equations.				mphas s		
Geometry			10				
7.G.1	Draw, construct, and describe geometrical figures and describe the	а		3	15.15%	17%	
7.G.2	relationships between them.						
7.G.3							
7.G.4	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	а		7			
7.6.5							
7.G.6							

DRAFT - 2014 Assessment Blueprints for Mathematics

Statistics a	nd Probability		10			
7.SP.1	Use random sampling to draw inferences about a population.	- 2		2		
7.SP.2	ose random sampling to draw interences about a population.	3		3		
7.SP.3	Draw informal comparative inferences about two populations.	а		2	15.15%	
7.SP.4						8%
7.SP.5	Investigate chance processes and develop, use, and evaluate probability models.	s		5	15.15%	070
7.SP.6						
7.SP.7						
7.SP.8						
			66	66	100.00%	100%



Math Shift in PAWS

PAWS 2012 - 5th Grade

- MA5.1.2 Demonstrate computational fluency with basic facts for all four operations...
- Mrs. Robins can fit 15 2-inch binders on a book shelf. She has 60 binders altogether. How many shelves will she need for all 60 binders?

PAWS 2015 - 3rd Grade

- 3.OA.8 Solve two-step word problems using the four operations ... and apply rules for order of operations...
- A stick is 4m long. A rope is 10 times as long as the stick. If the rope is divided into 5 equal pieces, what is the length of each piece of rope?

Illustrative Mathematics Examples -

5.OA Comparing Products Alignment 1: 5.OA.A.2

Leo and Silvia are looking at the following problem:

How does the product of 60×225 compare to the product of 30×225 ?

Silvia says she can compare these products without multiplying the numbers out. Explain how she might do this. Draw pictures to illustrate your explanation.

Elementary Level

Commentary:

The purpose of this task is to generate a classroom discussion that helps students synthesize what they have learned about multiplication in previous grades. It builds on the following:

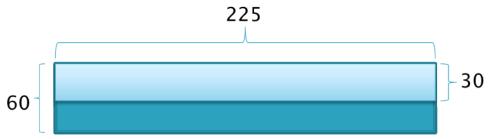
3.OA.5 - Apply properties of operations as strategies to multiply and divide

4.OA.1 - Interpret a multiplication equation as a comparison.

Solution: Halving and Doubling Since 60 is twice 30, the product 60×225 is twice the product 30×225 . We can write this as an equation:

$$60 \times 225 = (2 \times 30) \times 225 = 2 \times (30 \times 225).$$

The above explanation corresponds to the following picture.



The area of a 225 by 60 rectangle (60 \times 225) is double that of a 225 by 30 rectangle (30 \times 225).

Illustrative Mathematics Examples -

5.OA Video Game Scores Alignment 1: 5.OA.A.2

Eric is playing a video game. At a certain point in the game, he has 31500 points. Then the following events happen, in order:

- He earns 2450 additional points.
- He loses 3310 points.
- The game ends, and his score doubles.
- a. Write an expression for the number of points Eric has at the end of the game. Do not evaluate the expression. The expression should keep track of what happens in each step listed above.

Elementary Level

Commentary:

Standard 5.OA.2 asks students to Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them." This task asks students to exercise both of these complementary skills, writing an expression in part (a) and interpreting a given expression in (b). The numbers given in the problem are deliberately large and 'ugly" to discourage students from calculating Eric's and Leila's scores. The focus of this problem is not on numerical answers, but instead on building and interpreting expressions that could be entered in a calculator or communicated to another student unfamiliar with the context.

Solution:

a. When Eric earns 2450 additional points, his score becomes 31500 + 2450.

When he loses 3310 points, his score becomes (31500 + 2450) - 3310.

(Note that this can also be written without the parentheses.)

When Eric's score doubles, the score becomes $2 \times ((31500 + 2450) - 3310)$, which can also be written 2(31500 + 2450 - 3310).

Video Game Scores (cont.)

b. Eric's sister Leila plays the same game. When she is finished playing, her score is given by the expression

$$3(24500 + 3610) - 6780$$

Describe a sequence of events that might have led to Leila earning this score.



Solution:

- b. Here is a possible sequence of events that might lead to the score given:
 - At a certain point in the game, Leila has 24500 points.
 - She earns 3610 additional points.
 - Her score triples.
 - She loses 6780 points.

Note that the order of the steps is important; rearranging the steps will likely lead to a different expression and a different final score.

Illustrative Mathematics Examples -

A-SSE Delivery Trucks Alignment 1: A-SSE.A.1

A company uses two differentsized trucks to deliver sand. The first truck can transport *x cubic* yards, and the second y cubic yards. The first truck makes S trips to a job site, while the second makes T trips. What do the following expressions represent in practical terms?

a.
$$S + T$$

b.
$$x + y$$

c.
$$xS + yT$$

Commentary:

H.S. Level

In this task we are interpreting different expressions using four variables in a real world context. The later parts build on the earlier ones. All expressions describe quantities that a truck company might want to look at when planning for a job.

Adapted from Algebra: Form and Function, McCallum et al, Wiley, 2010.

Solution:

- a. **S** is the number of trips the first truck makes to a job site, and **T** is the number of trips the second truck makes to a job site. It follows that
 - S + T =the total number of trips both trucks make to a job site
- b. We know that x and y are the amount of sand, in cubic yards, that the first and second truck can transport, respectively. Then
 - x + y =the total amount of sand that both trucks can transport together
- In other words, the company can transport x + y cubic yards of sand in a single trip using both trucks.

Solution (cont.)

c. We can think of xS + yT in separate terms. The first term, xS, multiplies x, the amount of sand the first truck can transport, by S, the number of trips the first truck makes to a job site. This means

xS = the total amount of sand being delivered to a job site by the first truck

In the second term, *y, the amount of sand the second truck can transport, is being multiplied by T, the number of trips the second truck makes. This means*

yT = the total amount of sand being delivered to a job site by the second truck

We then have that

xS + yT = the total amount of sand (in cubic yards)being delivered to a job site by both trucks

Solution (cont.)

d. From part (c), we know that xS + yT is the total amount of sand, in cubic yards, being delivered to a job site. We also know from part (a) that S + T is the number of total trips being made to a job site. By dividing xS + yT by S + T, we are averaging out the amount of sand being transported over the total number of trips. So,

xS + yT =the average amount of sand S + T being transported per trip.

Math Sample Items – ACT

- ACT PLAN
 - A certain school's enrollment increased 5% this year over last year's enrollment. If the school now has 1,260 students enrolled, now many students were enrolled last year?
 - A. 1,020
 - B. 1,197
 - **C.** 1,200
 - D. 1,255
 - E. 1,323

Math Sample Items – ACT

ACT PLUS WRITING

• Abandoned mines frequently fill with water. Before an abandoned mine can be reopened, the water must be pumped out. The size of pump required depends on the depth of the mine. If pumping out a mine that is D feet deep requires a pump that pumps a minimum of D³/25 + 4D - 250 gallons per minute, pumping out a mine that is 150 feet deep would require a pump that pumps a minimum of how many gallons per minute?

A. 362 D. 1,250

B. 500 E. 1,750

C. 800

Math Sample Items – ACT

- ACT COMPASS
 - An airplane flew for 8 hours at an airspeed of x miles per hour (mph), and for 7 more hours at 375 mph. If the average airspeed for the entire flight was 350 mph, which of the following equations could be used to find x?

A.
$$x + 325 = 2(350)$$

B.
$$x + 7(325) = 15(350)$$

C.
$$8x - 7(325) = 350$$

D.
$$8x + 7(325) = 2(350)$$

E.
$$8x + 7(325) = 15(350)$$

www.turnonccmath.net

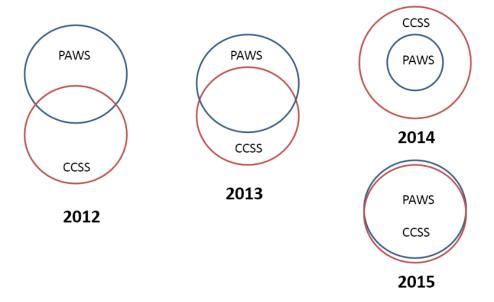
- A new learning trajectory resource to support interpretation of the CCSSM.
- The GISMO mathematics education research team, at NC State University's Friday Institute, has developed 18 Learning Trajectories with descriptors that unpack all of the K-8 CCSSM Standards, with mapping to the CCSSM via a hexagon map of the standards.
- Can be used for PD, instructional planning, and teacher content knowledge enrichment.

Free Resources for CCSSM

- www.illustrativemathen
 - ...Illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards
- https://www.teachingchannel.org/videos?page=1 &categories=topics_common-core
 - Teaching Channel houses many short videos of lessons being taught in the classroom and can be broken out by subject, grade, and especially, common core
- http://www.nctm.org/resources/content.aspx?id
 - Lessons & Teaching Ideas on the NCTM website



PAWS Design Changes



Attachment 5

SMARTER Balanced Assessment Consortium IHE Letter of Intent

Letter of Intent for Institutes of Higher Education SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

The purpose of this Letter of Intent is to

- (a) Detail the responsibilities of the IHE or IHE system,
- (b) Identify the total number of direct matriculation students in the partner IHE or IHE system in the 2008-2009 school year, and
- (c) Commit the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system through signature blocks.

(a) Detail the responsibilities of the IHE or IHE system

Each IHE or IHE system commits to the following agreements:

- 1. Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- 2. Implementation of policies, once the final high school summative assessments are implemented that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(b) Total Number of Direct Matriculation Students (as defined in the NIA) in the Partner IHE or IHE system in the 2008-2009 School Year

Note: NIA defines direct matriculation student as a student who entered college as a freshman within two years of graduating from high school

State	Name of Participating IHEs	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009
WYOMING	University of Wyoming	1724	

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

WYOMING	
State's higher education executive officer, if State has one (Printed Name): Thomas Buchanan, President	Telephone: (307) 766-4121
Signature State's higher education executive officer, if State has one:	Date:
President or head of each participating IHE or IHE system, (Printed Name): Thomas Buchanan, President University of Wyoming	Telephone: (307) 766~4121
Signature of president or head of each participating IHE or IHE system:	Date:

SMARTER Balanced Assessment Consortium IHE Letter of Intent

(c) Partner IHE or IHE System Signature Blocks

IHE or IHE system SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application.

Each IHE or IHE system commits to the following agreements:

- (a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and
- (b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name:		
Wyoming		
State's higher education executive officer, if State has one (Printed Name):	Telephone:	
Tom Buchanan- University of Wyoming/Jim Rose-Wyoming Community College Commission	307-766-4121	
Signature State's higher education executive officer, if State has one:	Date: 28 Oct 2010	
President or head of each participating IHE or IHE system, (Printed Name): Jim Rose	Telephone: 307-777-7763	
Signature of president or head of each participating IHE or IHE system:	Date: 28 Oct 2010	

Attachment 6

SMARTER Balanced Assessment Consortium MOU

Memorandum of Understanding

SMARTER Ralanced Assessment Consortium

SWAKTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application
CFDA Number: 84.395B
This Memorandum of Understanding ("MOU") is entered as of No. 29, 2010, by and
between the SMARTER Balanced Assessment Consortium (the "Consortium") and the State of
Wyoming, which has elected to participate in the Consortium as (check one)
x An Advisory State (description in section e),
OR
A Governing State (description in section e),
pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program
for the Comprehensive Assessment Systems Grant Application (Category A), henceforth
referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR
18171-18185.
The purpose of this MOU is to
 (a) Describe the Consortium vision and principles, (b) Detail the responsibilities of States in the Consortium, (c) Detail the responsibilities of the Consortium, (d) Describe the management of Consortium funds, (e) Describe the governance structure and activities of States in the Consortium, (f) Describe State entrance, exit, and status change, (g) Describe a plan for identifying existing State barriers, and (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks: (i)(A) Advisory State Assurance OR (i)(B) Governing State Assurance (ii) State Procurement Officer
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(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

- A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
- The assessment system will measure the full range of the Common Core Standards
 including those that measure higher-order skills and will inform progress toward and
 acquisition of readiness for higher education and multiple work domains. The system
 will emphasize deep knowledge of core concepts within and across the disciplines,
 problem solving, analysis, synthesis, and critical thinking.
- Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
- 4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

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electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

- A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
- On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
- All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
- 8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

 Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- · Adopt common achievement standards no later than the 2014-2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014— 2015 school year,
- · Adhere to the governance as outlined in this document,
- · Agree to support the decisions of the Consortium,
- · Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or
 policy to implementing the proposed assessment system and to addressing any such
 barriers prior to full implementation of the summative assessment components of the
 system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

- A comprehensively designed assessment system that includes a strategic use of a variety
 of item types and performance assessments of modest scope to assess the full range of
 the Common Core Standards with an emphasis on problem solving, analysis, synthesis,
 and critical thinking.
- An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
- Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
- 4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
- Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
- Achievement standards and achievement level descriptors that are internationally benchmarked.
- Access for the State or its authorized delegate to a secure item and task bank that
 includes psychometric attributes required to score the assessment in a comparable
 manner with other State members, and access to other applications determined to be
 essential to the implementation of the system.
- Online administration with limited support for paper-and-pencil administration through
 the end of the 2016–17 school year. States using the paper-and-pencil option will be
 responsible for any unique costs associated with the development and administration of
 the paper-and-pencil assessments.

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- Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
- Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
- 11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
- 12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
- 13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
- 14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
- 15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

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(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as 1512 Reporting).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting
 practices are stipulated in the State Administrative and Accounting Manual (SAAM)
 managed by the State's Office of Financial Management. The SAAM provides details and
 administrative procedures required of all Washington State agencies for the
 procurement of goods and services. As such, the State's educational agency is required
 to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will,
 likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to
 while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of
 Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies
 authorized by this RCW are established by the State's Office of Financial Management,
 and can be found in the SAAM.

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(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A Governing State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- · Has an active role in policy decision-making for the Consortium,
- · Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- · Approves the Steering Committee Members and the Executive Committee Members,
- · Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - o Specific Design elements, and
 - o Other issues that may arise.

An Advisory State is a State that:

- · Has not fully committed to any Consortium but supports the work of this Consortium,
- · Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- · Be from a Governing State,
- · Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

· Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States.
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State.
- · Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- · The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- · For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- · Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- · Work with project staff to develop agendas,
- Resolve issues.
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- · Set the Steering Committee agendas,
- · Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- · Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- · Coordinate with Policy coordinator,
- · Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

- · Governance/Finance,
- Assessment Design,
- · Research and Evaluation,
- · Report,
- · Technology Approach,
- · Professional Capacity and Outreach, and
- · Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

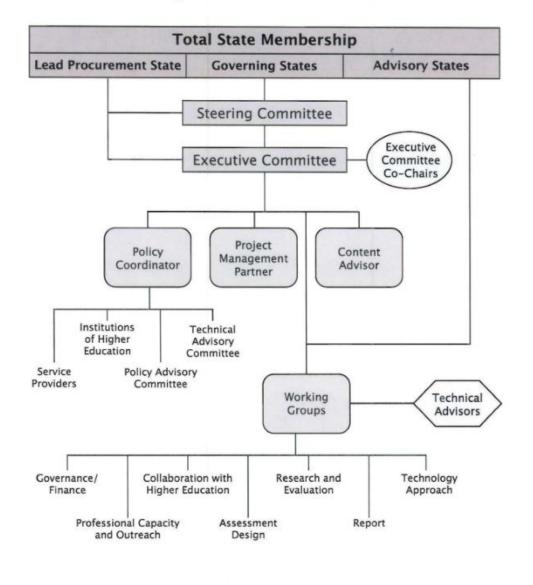
- · Institutions of Higher Education,
- Technical Advisory Committee,
- · Policy Advisory Committee, and
- · Service Providers.

An organizational chart showing the groups described above is provided on the next page.

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SMARTER Balanced Assessment Consortium Organizational Structure



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(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- · The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- . The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

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Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- · A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- · The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- · The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

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SMARTER Balanced Assessment Consortium MOU

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund A Comprehensive Assessment Systems Grant Application Assurances.	Assessment Program
(Required from all "Advisory States" in the Consortium.)	
As an <u>Advisory State</u> in the SMARTER Balanced Assessment Consortium, understand the roles and responsibilities of Advisory States, and agree to statements and assurances made in the application.	
State Name: Wyoming	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone: 307-777-7434
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone:
Jim McBride, Ed.D.	307-777-7675
Signature of the Chief State School Officer:	Date: 4 Oct 10
President of the State Board of Education, if applicable (Printed Name): Sandra L. BARTON	Telephone: 807-856-2088
Signature of the President of the State Board of Education, if applicable: Sandra J. Sarton	Date:

SMARTER Balanced Assessment Consortium MOU

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to	the Top Fund Assessment
Program Comprehensive Assessment Systems Grant Application Assu	irances.
(Required from all States in the Consortium.)	
I certify that I have reviewed the applicable procurement rules for my determined that it may participate in and make procurements through Assessment Consortium.	
State Name:	
State's chief procurement official (or designee), (Printed Name):	
State's chief procurement official (or designee), (Printed Name):	Telephone:
Signature of State's chief procurement official (or designee),:	307 777 6797 Date:
JOT A COR	10.13.10

SMARTER Balanced Assessment Consortium MOU

Attachment 12

- 21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.
- (a) This section shall be cited as the "Wyoming Accountability in Education Act."
- (b) A statewide education accountability system shall be established by the state board in accordance with this section, which implements the components of the education resource block grant model as defined by W.S. 21-13-101(a) (xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that is based on student performance as determined through multiple measures of school performance. The goals of the Wyoming Accountability in Education Act are to:
 - (i) Repealed By Laws 2012, ch. 101, § 2.
 - (ii) Repealed By Laws 2012, ch. 101, § 2.
 - (iii) Become a national education leader among states;
- (iv) Ensure all students leave Wyoming schools career or college ready;
- (v) Recognize student growth and increase the rate of that growth for all students;
- (vi) Recognize student achievement and minimize achievement gaps;
- (vii) Improve teacher, school and district leader quality. School and district leaders shall include superintendents, principals and other district or school leaders serving in a similar capacity;
 - (viii) Maximize efficiency of Wyoming education;
- (ix) Increase credibility and support for Wyoming public schools.

- (c) School level performance shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:
- (i) Student longitudinal academic growth in reading and mathematics as measured by assessments administered under paragraph (ii) of this subsection, beginning in grade four (4);
- (ii) Student academic achievement in reading, mathematics, science and writing and language as measured by:
- (A) The statewide assessment administered under W.S. 21-2-304(a)(v) in:
- (I) Reading and mathematics in grades three (3) through eight (8);
- (II) Science in grades four (4) and eight (8);
- (III) Writing and language in grades three (3), five (5) and seven (7).
- (B) A standardized college readiness test in grade eleven (11).
- (iii) Readiness, as defined by a standardized college readiness test covering English, reading, mathematics and science, with school level results aggregated according to a procedure in which values and weights are determined by a deliberative method tied to specific definitions of post secondary readiness, administered in grades nine (9) and ten (10);
- (iv) Readiness, as defined by a standardized achievement college entrance examination or the computer-adaptive college placement assessment administered pursuant to W.S. 21-2-202(a)(xxx) in grades eleven (11) and twelve (12), with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specific definitions of post secondary readiness;

- (v) Readiness, as defined by graduation or high school completion rates;
- (vi) Readiness, as defined by ninth grade credit accumulation.
- (d) Beginning in school year 2012-2013, and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by student performance on those performance indicators specified under subsection (c) of this section. Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:
 - (i) Repealed By Laws 2012, Ch. 101, § 2.
 - (ii) Repealed By Laws 2012, Ch. 101, § 2.
 - (iii) Repealed By Laws 2012, Ch. 101, § 2.
- (iv) Not later than thirty (30) days after a school receives its final rating or other performance determination from the department of education, the school district may seek informal review with the panel established under subsection (e) of this section. The panel shall review the determination and issue a decision based upon its review no later than sixty (60) days after receipt of the request for review;
- (v) Not later than thirty (30) days after a determination has been issued by the panel under paragraph (i) of this subsection, the school district may seek an informal review with the state board. The state board shall make a final determination as to the performance rating or other performance determination within sixty (60) days after receipt of the request for review;
- (vi) The state board shall promulgate rules and regulations governing the informal review process before both the panel and the board as conducted under this subsection.
- (e) The state board shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. This determination by the board

shall be developed through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. The target levels for school performance on all performance indicators measured under subsection (c) of this section shall conform to the January 2012 education accountability report as defined by subsection (k) of this section and shall be used by the state board to:

- (i) Identify four (4) levels of school performance tied to the overall school performance rating that demonstrate a range of performance levels as follows:
- (A) Exceeding expectations including those schools performing above standards in all measured areas;
 - (B) Meeting expectations;
 - (C) Partially meeting expectations; and
 - (D) Not meeting expectations.
- (ii) Further measure performance specified under paragraph (i) of this subsection by identifying content level performance in all areas specified by subsection (c) of this section and from this analysis determine schools that are exceeding, meeting or are below targets in each content area;
- (iii) Coordinate the target levels, school and content level determinations with the availability of the system of support, interventions and consequences administered in accordance with subsection (f) of this section.
- (f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be established by the state board and shall conform to the January 2012 education accountability report as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequence. Commencing with school year 2013-2014, and each school year thereafter, the state superintendent shall take action based upon system results according to the following:
 - (i) Repealed By Laws 2012, Ch. 101, § 2.
 - (ii) Repealed By Laws 2012, Ch. 101, § 2.

- (iii) Schools designated as exceeding expectations shall file a communication plan with the school district superintendent and the department to document effective practices and to communicate effective practices with other schools in the state;
- (iv) Schools designated as meeting expectations shall file an improvement plan with the school district superintendent and the department. The plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district, if requested, in identifying and securing the necessary resources to support the goals as stated by the school and the district;
- (v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content areas where performance is below target levels. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;
- (vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content areas

where performance is below target levels. The state superintendent shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be approved by the local board of trustees and submitted to the school district superintendent prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a) (xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may be grounds for dismissal of the school principal;

(vii) A representative shall be appointed by the state superintendent for all schools designated under paragraphs (iv) through (vi) of this subsection to serve as a liaison between the school district leadership and the department. The representative shall be an employee of the department, an employee of a Wyoming school district or any combination, and may require more than one (1) individual for schools requiring substantial intervention and support. Additionally, one (1) representative may be assigned to more than one (1) school. Among other duties as may be requested by the district or department, the representative shall review and approve improvement plans submitted by schools in accordance with paragraphs (iv) through (vi) of this subsection. Requested resources for improvement plan implementation, or the reallocation of existing resources for plan implementation, shall be based upon a comprehensive review of the available research. Justification for resource allocation or reallocation shall be incorporated within the written improvement plan. The representative shall possess expertise appropriate to particular strategies incorporated within improvement plans to enable necessary plan evaluation, and shall be commensurate with the level of intervention, support and consequences to be administered under this subsection. The state superintendent shall annually report to the state board on the progress of each school in meeting annual goals and overall improvement targets, fully describing the effectiveness and deficiencies of efforts to improve school performance in performance categories prescribed by this section;

- (viii) To the extent permitted by law and rule and regulation, plans submitted in compliance with paragraphs (iii) through (vi) of this subsection shall serve to comply with similar requirements administered by the state superintendent and the department, and the state board shall ensure the plans minimize submission of duplicative information, material and the administrative burdens placed upon schools. All plans submitted under this subsection shall be made available for public inspection through internet access as defined by W.S. 9-2-1035(a) (iii);
- (ix) In addition to paragraphs (iii) through (viii) of this subsection, the state board shall administer this subsection as part of school district accreditation required under W.S. 21-2-304(a)(ii), through appropriate administrative action taken in accordance with W.S. 21-2-304(b)(ii).
- (g) Commencing with school year 2013-2014, and each school year thereafter, the school district for any school meeting the computed school improvement targets computed under subsection (e) of this section shall continue to receive a foundation program guarantee amount under W.S. 21-13-309(p) for that school without expenditure restrictions and interference imposed at the state level.
- (h) Measured performance results obtained and collected pursuant to this section, together with subsequent actions responding to results, shall be combined with other information and measures maintained and acquired under W.S. 21-2-202(a)(xxi), 21-2-304(a)(v)(H), 21-3-110(a)(xxiv) and otherwise by law, to be used as the basis of a statewide system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets. The statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports for purposes of aligning with the requirements of this section and for determinations of student achievement incorporated into the statewide system. In establishing a reporting system under this subsection, the state board shall describe the performance of each public school in Wyoming. The performance report shall:

- (i) Include an overall school performance rating along with ratings for each of the indicators in the accountability system that:
 - (A) Supports the overall school performance rating; and
- (B) Provides detailed information for analysis of school performance on the various components of the system.
- (ii) In a manner to maintain student confidentiality, be disaggregated as appropriate by content level, target level, grade level and appropriate subgroups of students. For purposes of this paragraph, reported subgroups of students shall include at minimum, economically disadvantaged students, English language learners, identified racial and ethnic groups and students with disabilities;
- (iii) Provide longitudinal information to track student performance on a school, district and statewide basis;
- (iv) Include, through the use of data visualization techniques, the development of longitudinal student-level reports of assessment and other relevant readiness indicators that provide information to parents, teachers and other school personnel regarding student progress toward college and career readiness and other relevant outcomes. These reports shall be maintained by the district in each student's permanent record within the district's student data system; and
- (v) Provide valid and reliable data on the operation and impact of the accountability system established under this section for use by the legislature to analyze system effectiveness and to identify system improvements that may be necessary.
- (j) Beginning school year 2013-2014 and each school year thereafter, the state board shall annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences. Not later than September 1, 2014, and each September 1 thereafter, the state board shall report to the joint education interim committee on

the information required under this subsection and the results of the accountability system for each school in the state.

(k) As used in this section, the "January 2012 education accountability report" means the report prepared by legislative consultants submitted to and approved by the legislature that addresses phase one of the statewide accountability in education system and establishes the design framework for this system. The report is on file with and available for public inspection from the legislative service office.

Attachment 13

ORIGINAL HOUSE BILL NO. 0091 ENGROSSED

ENROLLED ACT NO. 116, HOUSE OF REPRESENTATIVES

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AN ACT relating to education accountability; extending timelines specified for phase I of the accountability system under the Wyoming Accountability in Education Act; clarifying specified assessment and accountability provisions; modifying accountability system college readiness measures as specified; modifying duties and tasks of phase I development and initial implementation; modifying school district assessment requirements for determining graduation eligibility; authorizing rulemaking and requiring reporting; providing compensation, mileage and per diem for state board members; providing appropriations and support for system development; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-204(b)(intro), (c)(iv), by creating a new paragraph (vii), (d)(intro), (e)(intro), (h)(intro), (i)(intro) and (j), 21-2-303, 21-2-304(a)(iv)(intro) and 21-3-110(a)(xxiv) are amended to read:

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

(b) A statewide education accountability system shall be established by the state board through the department of education in accordance with this section, which implements the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that is based on student performance as determined through multiple measures of school performance. The goals of the Wyoming Accountability in Education Act are to:

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- (c) School level performance shall be determined by measurement of performance indicators and attainment of student performance as specified by this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education. The indicators of school level performance shall be:
- (iv) Readiness, as defined by a standardized achievement college entrance examination or the computer adaptive college placement assessment administered pursuant to W.S. 21-2-202(a)(xxx) in grades grade eleven (11), and twelve (12) together with a readiness indicator defined by a series of student eligibility data reports generated under the Hathaway student scholarship program established by W.S. 21-16-1301 through 21-16-1310, with school level results aggregated according to a procedure in which values and weights determined by a deliberate method are tied to specified definitions of post secondary readiness;
- $\frac{(\text{vii}) \quad \text{Equity as defined by a measure of academic}}{\text{student growth for nonproficient students in reading and}}$ mathematics, subject to a standard for academic progress that is linked to attainment of proficiency within a reasonable period of time. If a school is without a sufficient sequence of assessment scores to support growth computations, another approach to equity may be used subject to approval of the director.
- (d) Beginning in school year 2012-2013-2014, and each school year thereafter, the department of education shall compute and report an overall school performance rating measured by student performance on those performance indicators specified under subsection (c) of this section.

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Any school through its school district may seek informal review of any overall school performance rating or other performance determination in accordance with the following:

- (e) The state board, through the department of education, shall compile, evaluate and determine the target levels for an overall school performance rating and for content level performance. This determination by the board shall be developed through a prescribed deliberative process informed by a panel comprised of broad based representation from both public education and the community at-large. The target levels for school performance on all performance indicators measured under subsection (c) of this section shall conform to the January 2012 education accountability report as defined by subsection (k) of this section and shall be used by the state board through the department to:
- (h) Measured performance results obtained and collected pursuant to this section, together with subsequent actions responding to results, shall be combined with other information and measures maintained and acquired under W.S. 21-2-202(a)(xxi), 21-2-304(a)(\vec{v})(H), 21-3-110(a)(xxiv) and otherwise by law, to be used as the basis of a statewide system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets. The statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports for purposes of aligning with the requirements of this section and for determinations of student achievement incorporated into the statewide system. In establishing a reporting system under this subsection, the state board department shall describe the performance of each public school in Wyoming. The performance report shall:

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- (i) Include an overall school performance rating along with ratings for each of the indicators and content levels in the accountability system that:
- (j) Beginning school year $\frac{2013-2014}{2014-2015}$, and each school year thereafter, the state board shall through the director, annually review the statewide education accountability system, including but not limited to a review of the appropriateness of the performance indicators, the measures used to demonstrate performance, the methods used to calculate school performance, the target levels and statewide, district and school attainment of those levels and the system of support, intervention and consequences. Not later than September 1, 2014-2015, and each September 1 thereafter, the state board shall report to the joint education interim committee on the information required under this subsection and the results of the accountability system for each school in the state.

21-2-303. Expenses.

All appointed members of the state board shall receive travel expenses, for compensation, per diem, and mileage expense for actual time spent in performance of their duties and traveling expenses while in attendance, and going to and from board meetings in the same manner and amount as employees of the state members of the Wyoming legislature.

21-2-304. Duties of the state board of education.

- (a) The state board of education shall:
- (iv) Effective school year 2013-2014, and each school year thereafter, require district administration of

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common benchmark adaptive assessments statewide in reading and mathematics for grades one (1) through eight (8) in accordance with W.S. 21-3-110(a)(xxiv). The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as measured by each district's assessment system prescribed by rule and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). Beginning school year 2014-2015, and each school year thereafter, each district's assessment system shall include a measure or multiple measures for purposes of determining completion of high school graduation requirements. The state board shall by rule and regulation establish guidelines for district development of this measure or measures, and shall through the department of education, provide support to districts in developing each district's measure or measures. The state board shall through the department, annually review and approve each district's assessment system designed to determine the various levels of student performance and the attainment of high school graduation requirements. A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xxiv) Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas for which the state board has promulgated standards pursuant to W.S. 21-2-304(a)(iii). To the extent required by W.S. 21-2-204 and 21-2-304(a)(vii), the district assessment system shall be integrated with the statewide assessment

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system and the statewide accountability system. Components of the district assessment system required by this paragraph shall be designed and used to determine the various levels of student performance and attainment of high school graduation as described in the uniform student content and performance standards relative to the common core of knowledge and skills prescribed under W.S. 21-9-101(b). Beginning school year 2014-2015 and each school year thereafter, a component of the district assessment system shall include a measure or multiple measures used to determine satisfactory completion of high school graduation requirements and developed in accordance with guidelines established by the state board. The district shall on or before August 1, 2015, and each August 1 thereafter, report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system established under this paragraph. Beginning school year 2013-2014 and each school year thereafter, a component of the district assessment system shall include common benchmark adaptive assessments for reading and mathematics in grades two (2) through eight (8), common to all districts statewide, administered at least two (2) times during any one (1) school year and administered once in grade one (1). An additional component of the district assessment system shall continue the longitudinal study of summer school program effectiveness which uses a single common benchmark adaptive assessment $\underline{\text{in reading and mathematics}}$ administered for summer school and extended day intervention and remediation programs in accordance with 21-13-334(h)(iv);

Section 2. W.S. 21-2-202(a)(xxx), 21-2-204(f)(intro), (v) and (vi), 21-2-304(a)(v)(E) and (vi) and 21-3-110(a)(xxix), as amended by 2013 Wyoming Session Laws, Chapter 1, Section 2, are amended to read:

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21-2-202. Duties of the director.

(a) In addition to any other duties assigned by law, the director shall:

(xxx) Effective school year 2012-2013 and each school year thereafter, in consultation and coordination with local school districts, by rule and regulation establish a program of administering a standardized, curriculum based, achievement college entrance examination, computer-adaptive college placement assessment and a job skills assessment test selected by the director to all students in the eleventh and twelfth grades throughout the state in accordance with this paragraph. The examinations and tests selected by the $\operatorname{director}_{\boldsymbol{\tau}}$ shall be administered throughout the United States and shall be relied upon by institutions of higher education. The college entrance examination shall at a minimum test in the areas of English, reading, writing, mathematics and science for all <u>students in</u> grade eleven (11). The jobs skills assessment test shall be optional for all students in grade eleven (11) and shall at a minimum test in the areas of applied math, reading for information and locating information. The director shall pay all costs associated with administering the college entrance examination, the computer-adaptive college placement assessment and the jobs skills assessment test and shall schedule a day during which examinations shall be provided. and one (1) shall be administered to all eleventh and twelfth grade students throughout the state. The date for administration of the college entrance examination in grade eleven (11) shall be selected so that following receipt of scores, students may timely register for senior year classes which may be necessary to allow the student to qualify for a state provided scholarship. The computer adaptive college placement assessment shall be optional and all students in

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grade twelve (12) shall be provided at least one (1) opportunity to take the computer adaptive college placement assessment in the spring during the school year. The director may enter into agreements with an administrator of the college entrance examination and the computer-adaptive college placement assessment and an administrator of the jobs skills assessment test and adopt rules as necessary to ensure compliance with any requirements of an administrator, such as a secure environment. Waivers may be granted for the examinations and tests required by this paragraph for students with disabilities in accordance with the provisions of the federal No Child Left Behind Act of 2001 and the federal Individuals with Disabilities Education Act. Alternative Alternate assessments and accommodations may shall be offered by the director in accordance with rule and regulation;

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

- (f) A progressive multi-tiered system of support, intervention and consequences to assist schools shall be established by the state board director, and shall conform to the January 2012 education accountability report as defined by subsection (k) of this section. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequence. Commencing with school year 2013 2014 2014-2015, and each school year thereafter, the director shall take action based upon system results according to the following:
- (v) Schools designated as partially meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content and indicator areas where performance is below target levels. The director shall appoint a

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representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan. The representative shall assist the district in identifying and securing the necessary resources to support the goals as stated by the school and the district. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may require that the school be subject to paragraph (vi) of this subsection;

(vi) Schools designated as not meeting expectations shall file an improvement plan in accordance with paragraph (iv) of this subsection that identifies and addresses all content <u>and indicator</u> areas where performance is below target levels. The director shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to assist in drafting the improvement plan, including the selection of programs and interventions to improve student performance. The representative shall perform duties as required by paragraph (v) of this subsection. The plan shall be recommended by the school district superintendent and approved by the local board of trustees and submitted to the school district superintendent prior to submission to the department. The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary for implementation of the measures and methods chosen for improvement and shall specify how resources shall be reallocated, if necessary, to improve student performance. Failure to meet improvement goals as specified in the plan for two (2) consecutive years may be grounds for dismissal of the school principal;

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21-2-304. Duties of the state board of education.

- (a) The state board of education shall:
- (v) Through the director and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:
- (E) <u>Include Use only</u> multiple <u>measures</u> choice items to ensure alignment to the statewide content and performance standards., including multiple choice items. For the writing and language assessment only, include multiple measures and item types to ensure alignment, which may include grade appropriate open response tasks, constructed and extended response items as appropriate;
- (vi) Subject to and in accordance with W.S. 21-2-204, through the director and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate achievement, growth, and readiness and equity as required by W.S. 21-2-204.

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state board, through the director, shall establish performance targets as required by W.S. 21-2-204(e), establish a progressive multi-tiered system of supports, interventions and consequences as required by W.S. 21-2-204(f) and shall establish a statewide reporting system pursuant to W.S. 21-2-204(h). The system created shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k). In addition and for purposes of complying with requirements under the federal No Child Left Behind Act of 2001, the board shall by rule and regulation provide for annual accountability determinations based upon adequate yearly progress measures imposed by federal law for all schools and school districts imposing a range of educational consequences and supports resulting from accountability determinations;

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xxix) Beginning in school year 2012-2013, and each school year thereafter, administer a program where all students enrolled in the eleventh and twelfth grades in the district shall be required to take or be provided the opportunity to take, on a date specified by the director of the department of education, a standardized, curriculum based, achievement college entrance examination, a computer-adaptive college placement assessment or a jobs skills assessment test in accordance with W.S. 21-2-202(a)(xxx). Each school district shall provide the opportunity for all home school and private school students in the eleventh and twelfth grades and residing within the district to take the examinations or the jobs skills assessment test at no cost to the student on the same date administered to all eleventh and twelfth grade public

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school students in the state. The results of the examinations or jobs skills assessment test taken shall be included in each student's transcript;

Section 3. 2011 Wyoming Session Laws, Chapter 184, Section 4(d)(vii) is amended to read:

Section 4.

(d) The select committee on statewide education accountability shall be assisted by an advisory committee to provide information to the select committee as it deems necessary to carry out this section. The advisory committee shall consist of the following members:

(vii) A representative of department of education designated by the state superintendent of public instruction director of the department;

Section 4. W.S. 21-2-204(g) is repealed.

Section 5.

- (a) Notwithstanding 2012 Wyoming Session Laws, Chapter 101, Section 5, and subject to the advice and guidance of the state board, the department of education shall develop phase I of the pilot statewide education accountability system in accordance with components prescribed by W.S. 21-2-204 and 21-2-304(a)(vi). Specifically, the phase I pilot accountability system development shall:
- (i) Refine and correct components of the pilot accountability system, as developed by the state board

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submitted in a November 2012 report to the select committee on statewide education accountability, which is in a manner that is in accordance with the January, 2012 education accountability report and W.S. 21-2-204. In executing this paragraph, the department shall develop a model reflecting refined and corrected components that is based upon:

- (A) Technically defensible computations of achievement, growth, equity and readiness, with proper consideration provided for inclusion and attribution requirements; and
- (B) Data analyses to evaluate the reliability and validity of each component and the overall accountability system, conducted in a manner consistent with the January, 2012 education accountability report.
- (ii) Include completion of business rules required for the implementation and administration of a fully operational phase I pilot accountability system refined and corrected under paragraph (i) of this subsection, including alternative schools under W.S. 21-13-309(m)(v)(B);
- (iii) Reconvene the Wyoming accountability professional judgment panel established under 2012 Wyoming Session Laws, Chapter 101, Section 5(b)(ii), expanded as deemed necessary by the department and the state board to include additional and alternative members beyond those members specified under law. The professional judgment panel shall be used by the department in developing and establishing target performance levels specified under W.S. 21-2-204(e);
- (iv) Use available data from prior school years to demonstrate operation of the phase I pilot system

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subject to business rules developed by the department under paragraph (ii) of this subsection and target performance levels determined by the professional judgment panel under paragraph (iii) of this subsection. The pilot system shall analyze and recommend possible use of results from the computer adaptive placement assessment in grade twelve (12) administered under W.S. 21-2-202(a) (xxx) in a manner that is technically valid and defensible. The results from the computer adaptive placement assessment shall be aggregated at the school level, as a measure of post secondary readiness, and shall include specific values and weights for incorporation into the phase I pilot system;

- (v) In consultation with the advisory committee the select committee on statewide education accountability created under 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as amended by section 3 of this act, and continued under 2012 Wyoming Session Laws, Chapter 101, Section 4(b), design a multi-tiered system of support, interventions and consequences which is coordinated with school performance determinations and complies with W.S. 21-2-204(f). The system of support shall be specified in a design document and implementation plan.
- (b) Not later than October 15, 2013, the state board, through the department, shall submit a report on phase I of the pilot statewide education accountability system developed under this section to the select committee on statewide education accountability established under 2011 Wyoming Session Laws, Chapter 184, Section 4, and continued by 2012 Wyoming Session Laws, Chapter 101, Section 4. Based upon this report, the select committee shall report its findings and recommendations to the Wyoming legislature prior to the 2014 budget session, including implementing legislation and a timeline for implementation when applicable.

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- (c) Notwithstanding W.S. 21-2-204 and 21-2-304, the state board and the department of education shall investigate options available to the state for future assessment system development. The state board, through the department, shall periodically report to the select committee on statewide education accountability regarding the status of assessment development, investigation of options available to the state and the impact of existing law governing statewide assessments on future assessment development. The select committee shall report to the 2014 legislature on any necessary legislation supporting future assessment development.
- (d) The department of education shall continue work necessary to secure a waiver from the federal department of education allowing the use of the standardized achievement college entrance examination administered in grade eleven (11) as required by 2012 Wyoming Session Laws, Chapter 101, Section 3(a).
- (e) The state board and department of education, in implementing W.S. 21-2-304(a)(iv) and 21-3-110(a)(xxiv), as amended by section 1 of this act, pertaining to development of guidelines for measures to be included within school district assessment systems for purposes of determining successful completion of high school graduation requirements, shall periodically report progress to the select committee. A report with final recommendations on quidelines shall be included within the October 15, 2013, report required under subsection (b) of this section.
- (f) In carrying out duties prescribed by this section, and in addition to outreach provided by members of the advisory committee to the select committee as created by 2011 Wyoming Session Laws, Chapter 184, Section 4(d), as

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amended by section 3 of this act, the state board through the department of education shall provide outreach activities and communications to school districts and to local communities coinciding with the development of components of the report required by subsection (b) of this section, and with the development of recommendations contained within this report. Comments generated from district and local community outreach activities shall be considered by the board and the department in executing requirements imposed under this section, and shall be included within the report submitted to the select committee pursuant to subsection (b) of this section.

Section 6.

- (a) For the period commencing on the effective date of this section and ending June 30, 2014, up to two hundred fifty thousand dollars (\$250,000.00) is appropriated from the school foundation program account to the department of education to carry out duties imposed by this act upon the department and the state board. This appropriation may be expended for acquisition of necessary professional consulting expertise. The department and state board shall report expenditures of amounts appropriated under this subsection to members of the select committee on statewide education accountability on or before January 15, 2014.
- (b) In addition to support provided to the state board of education and the department of education under subsection (a) of this section, the legislative service office, through acquired professional consulting expertise, shall assist the department and state board in carrying out the provisions of this act.

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Section 7. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the H	louse	President of	the Senate		
	Governor				
	TIME APPROVED:				
	DATE APPROVED:				
I hereby certify	that this act orig	inated in the	House.		
Chief Clerk					
CHIEL CLEIX					

Attachment 14

ORIGINAL HOUSE BILL NO. 0072 ENGROSSED

ENROLLED ACT NO. 60, HOUSE OF REPRESENTATIVES

SIXTY-SECOND LEGISLATURE OF THE STATE OF WYOMING 2013 GENERAL SESSION

AN ACT relating to the teacher accountability act of 2011; prescribing phased-in development of phase II of the statewide education accountability system addressing teacher and leader evaluation; eliminating teachers of record as a system component; specifying study parameters and timelines; imposing reporting requirements; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-304(b)(xv) and 21-3-110(a)(xvii), (xviii), (xix), (xxx) and (b), 21-7-102(a)(ii)(A) and (B) and 21-7-110(a)(vii) are amended to read:

21-2-304. Duties of the state board of education.

(b) In addition to subsection (a) of this section and any other duties assigned to it by law, the state board shall:

(xv) Not later than July 1, 2013 2016, promulgate rules and regulations for the implementation and administration of an annual a comprehensive school district teacher performance evaluation system based in part upon defined student academic performance measures as prescribed by law, and upon longitudinal data systems linking student achievement with teachers of record and upon measures of professional practice according to standards for professional practice prescribed by board rule and regulation. The evaluation system shall clearly prescribe standards for highly effective performance, effective performance, performance in need of improvement and ineffective performance. and define teacher of record for purposes of the teacher and school district leader

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evaluation and accountability system. Rules and regulations adopted under this paragraph shall to the extent the statewide accountability system is not compromised, allow districts the opportunity to refine the system to meet the individual needs of the district. performance evaluation system shall also include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to teachers performing unsatisfactorily, which are designed to improve instruction and student achievement;

(xvi) Not later than July 1, 2013 2015, promulgate rules and regulations for implementation and administration of $\frac{an - annual}{a} - \frac{a - comprehensive}{a}$ performance evaluation system for school and district leadership, including superintendents, principals and other district or school leaders serving in a similar capacity. The performance evaluation system shall be based in part upon defined student academic performance measures as prescribed by law, upon longitudinal data systems and upon measures of professional practice according to standards prescribed by board rule and regulation. The system shall also allow districts opportunity to refine the system to meet the individual needs of the district and shall include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to district administrative personnel performing unsatisfactorily, designed to improve leadership, management and student achievement;

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

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(xvii) Not later than school year $\frac{2013-2014}{2016-2017}$ and each school year thereafter, require the performance of each initial contract teacher to be evaluated in writing at least twice annually summatively based in part upon student achievement measures as prescribed by rule and regulation of the state board under W.S. 21-2-304(b)(xv). The teacher shall receive a copy of each evaluation of his performance;

(xviii) Not later than school year 2013 2014 2016-2017 and each school year thereafter, establish a teacher performance evaluation system and require the performance of each continuing contract teacher to be evaluated in writing at least once each year summatively based in part upon student achievement measures as prescribed by rule and regulation of the state board under W.S. 21-2-304(b)(xv). The teacher shall receive a copy of each evaluation of his performance;

(xix) Not later than school year $\frac{2013-2014}{}$ 2016-2017 and each school year thereafter, based in part upon student achievement measures established by the state board of education under W.S. 21-2-304(b)(xv), performance evaluations shall serve as a basis for improvement of instruction, enhancement of curriculum program implementation, measurement of both individual teacher performance and professional growth and development and the performance level of all teachers within the school district, and as documentation for unsatisfactory performance for that may lead to dismissal, suspension and termination proceedings under W.S. 21-7-110;

(xxx) Not later than school year 2013-2014 2015-2016 and each school year thereafter, in addition to paragraphs (xvii), (xviii) and (xix), require the performance of each school district leader, including

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superintendents and principals and other district or school leaders serving in a similar capacity to be evaluated in accordance with the statewide education accountability system established under W.S. 21-2-204. Not later than August 15, $\frac{2014-2016}{2016}$ and $\frac{August}{2016}$ each school year thereafter, in accordance with rules and regulations of the state board, the district board shall also provide the state board written reports verifying school district leader performance and providing performance scores necessary for continued employment;

(b) On or before $\frac{\text{April }15,\ 2014\ \text{June }1,\ 2017}{\text{June }2017}$ and $\frac{\text{June }2017}{\text{June }2017}$ 1 of each school year thereafter, each school district superintendent shall provide a report to the board of trustees identifying all teachers and on or before June 1, 2016, and June 1 of each school year thereafter, identifying all school and district leaders within the district whose performance, through evaluations conducted under paragraphs (a) (xvii) through (xix) and (xxx) of this section, has been determined inadequate in need of improvement or unsatisfactory ineffective for that school year. The report shall include a summary of mentoring and other professional development activities made available to the identified school and district leaders and teachers to improve instruction and student achievement. Not later than June 1, 2014 July 1, 2016 for school and district leaders, and July 1, 2017 for district teachers, and July 1 of each school year thereafter, the board shall file a report with the department of education certifying compliance with this subsection.

21-7-102. Definitions.

(a) As used in this article the following definitions shall apply:

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(ii) "Continuing Contract Teacher":

- (A) Any initial contract teacher who has been employed by the same school district in the state of Wyoming for a period of three (3) consecutive school years, has had his contract renewed for a fourth consecutive school year and, beginning school year 2013-2014-2016-2017 and each school year thereafter, has performed satisfactorily on performance evaluations implemented by the district under W.S. 21-3-110(a)(xvii) during this period of time; or
- (B) A teacher who has achieved continuing contract status in one (1) district, and who without lapse of time has taught two (2) consecutive school years and has had his contract renewed for a third consecutive school year by the employing school district, and, beginning school year $\frac{2013-2014}{2016-2017}$ and each school year thereafter, has performed satisfactorily on performance evaluations conducted by both districts under $\ensuremath{\text{W.S.}}$ 21-3-110(a)(xvii) during this period of time.
- 21-7-110. Suspension or dismissal of teachers; notice; hearing; independent hearing officer; board review and decision; appeal.
- (a) The board may suspend or dismiss any teacher, or terminate any continuing contract teacher, for any of the following reasons:
- (vii) Beginning school year 2013-2014-2016-2017 and each school year thereafter, inadequate performance as determined through annual performance evaluation tied to student academic growth for at least two (2) consecutive years completed in accordance with W.S. 21-3-110(a) (xvii) through (xix);

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- Chapter 1, Section 2 are amended to read:
- 21-2-203. School district data collection and funding model administration; duties and responsibilities specified; data advisory committee; school district compliance.
- (c) The duties of the department are, in accordance with rules promulgated by the director, to:
- (ii) Collect data from school districts necessary for the department to administer the school finance system and the statewide education accountability system established under W.S. 21-2-204. In accomplishing this, the department shall:
- (C) Use existing data to establish longitudinal data systems linking student achievement with teachers of record and relevant school principals and school district leaders, as necessary for the statewide education accountability system.

21-2-304. Duties of the state board of education.

- (a) The state board of education shall:
- (v) Through the director and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment

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system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:

(D) Measure year-to-year changes in student performance and progress in the subjects specified under subparagraph (a) (v) (B) of this section, and not later than school year 2013-2014, link student performance and progress to teachers of record and by school year 2015-2016, link student performance and progress to school and district leaders, including superintendents, principals and other district or school leaders serving in a similar capacity. The assessment system shall ensure the integrity of student performance measurements used at each grade level to enable are valid for the purposes for which they are being used, including valid year-to-year comparisons of student and school level results, and shall be sufficient to capture produce necessary data to enable application of measures of performance indicators as required under W.S. 21-2-204;

Section 3.

(a) Notwithstanding 2012 Wyoming Session Laws, Chapter 101, Section 6(c), the select committee on statewide education accountability, as created under 2011 Wyoming Session Laws, Chapter 184, Section 4, and continued under 2012 Wyoming Session Laws, Chapter 101, Section 4, shall continue a study of a teacher and school district leader evaluation and accountability system. This system shall comprise phase II of the statewide education

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accountability system as initiated by 2011 Wyoming Session Laws, Chapter 184, Section 4(g). The design framework for the teacher and school district leader evaluation and accountability system shall:

- (i) Support and promote improvement in student learning in Wyoming schools;
- (ii) Be designed coherently to support a system of continuous school improvement, working seamlessly with phase I of the school accountability system established under W.S. 21-2-204 and fostering collaboration among teachers, administrators and other public education stakeholders;
- (iii) Be designed and implemented with integrity and incorporate transparency necessary for all relevant participants to clearly understand expectations, including identification of an appropriate methodology to link student performance to the performance of teachers and school and district leaders as necessary for creation and implementation of an accountability system under W.S. 21-2-204 and 21-2-304;
- (iv) Be designed to promote opportunities for meaningful professional growth of teachers and school district leaders;
- (v) Allow for flexibility to fit local district and community contexts and needs.
- (b) Using minimum requirements specified under 2012 Wyoming Session Laws, Chapter 101, Section 6(c), the select committee, through the advisory committee established under 2011 Wyoming Session Laws, Chapter 184, Section 4(d), and continued under 2012 Wyoming Session Laws, Chapter 101,

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Section 4(b), shall develop recommendations for the phase II teacher and school district leader evaluation and accountability system based upon evidence of student learning as well as measures of professional educator practice organized according to five (5) domains, each weighted relatively equally, and specified as follows:

- (i) Learner development and learning differences and environments;
- (ii) Content knowledge and application of content;
- (iii) Instructional practice assessment, planning for instruction and instructional strategies;
- (iv) Professional responsibility including professional learning and ethical practice and leadership and collaboration;
 - (v) Evidence of student learning.
- (c) Recommendations on the design framework for the teacher and leader evaluation and accountability system developed by the advisory committee pursuant to this section shall focus on creating coherence among school, leader and teacher evaluation systems. In addition, recommendations by the advisory committee shall establish design documents to effectively communicate requirements to school districts, to create quidance and provide training to districts in implementing evaluation systems with fidelity and to design systems and structures for professional learning opportunities. The design framework shall expand the three (3) levels of performance descriptors prescribed under 2012 Wyoming Session Laws,

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Chapter 101, Section 6(c)(v), to four (4) levels of performance descriptors, specified as follows:

- (i) Highly effective performance;
- (ii) Effective performance;
- (iii) Performance in need of improvement; and
- (iv) Ineffective performance.
- (d) On or before October 15, 2013, the advisory committee shall report to the select committee on statewide education accountability recommendations on the design of a teacher and leader evaluation and accountability system. System recommendations shall be designed such that the leader evaluation and accountability system is completed prior to finalization of the teacher evaluation and accountability system to enable effective participation by school leaders in the final design of the teacher evaluation and accountability system. Recommendations under this subsection shall not be bound by and may recommend rescission of existing rules and regulations pertaining to certified personnel evaluation systems, specifically including chapter 29, department of education rules and regulations. Recommendations reported under this subsection shall be subject to the following timelines for system implementation and piloting:
- (i) During school year 2013-2014, the design shall enable provision of required training and professional learning opportunities to leaders, school board members and teachers, enable communication of system requirements to key stakeholders and shall pilot data collection methods and pilot selected accountability and

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evaluation system components based upon a sample of volunteer school districts;

- (ii) During school year 2014-2015, the design shall continue provision of professional learning opportunities for key stakeholders, allow for system design revision based upon results of the voluntary pilot implemented during school year 2013-2014 and shall pilot all components of the leader evaluation and accountability system in all school districts, and components of the teacher evaluation and accountability system in all school districts which may be structured in a manner that requires each school district to implement only a partial system comprised of selected components, but allows all teacher system components to be piloted through a collection of partial assessments in all school districts during this school year;
- (iii) During school year 2015-2016, the design shall be reviewed and may be revised as necessary based upon the school year 2014-2015 pilot, continue provision of professional learning opportunities based on needs identified through the school year 2014-2015 pilot, conduct initial peer review of school district evaluation models according to guidelines for the peer review process as specified in the report required under subsection (e) of this section, disseminate to school districts best practices based upon peer review results and require all school districts to implement leader evaluation and accountability systems and to pilot all teacher system components;
- (iv) During school year 2016-2017, the system design shall be reviewed and may be revised based upon the school year 2015-2016 pilot, continue provision of professional learning opportunities based upon needs

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identified in the school year 2015-2016 pilot, conduct a second peer review of school district evaluation models as specified in the report required under subsection (e) of this section, disseminate to school district best practices based upon peer review results and require all school districts to implement teacher evaluation and accountability systems and continue implementation of leader evaluation and accountability systems subject to system revisions based upon review of the 2015-2016 initial implementation year.

(e) Based upon the report and recommendations submitted by the advisory committee, the select committee shall report its findings and recommendations, including necessary enabling legislation, to the legislature for consideration during the 2014 budget session.

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SIXTY-SECOND LEGISLATURE OF THE STATE OF WYOMING 2013 GENERAL SESSION

 $\tt Section$ 4. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the H	House	President of t	he Senate
	Governo	r	
	TIME APPROVED: _		
	DATE APPROVED: _		
I hereby certify	y that this act or	riginated in the H	House.
Chief Clerk			

Attachment 15

2013

Wyoming Support Framework 2013

Wyoming Department of Education

Jim Rose, Interim Director

WYOMING SUPPORT **FRAMEWORK**

The Wyoming Progressive, Multi-Tiered System of Support, Interventions and Consequences

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and the Americans with Disabilities Act may be referred to the Wyoming Department of Education, Office for Civil Rights Coordinator, 2nd floor, Hathaway Building, Cheyenne, Wyoming 82002 0050 or (307) 777-3544, or the Office for Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or (303) 844-5695 or TDD (303) 844-3417. This publication will be provided in an alternative format upon request.



Wyoming Statewide System of Support

4-11-13

Support Framework

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1. Curriculum **Wyoming Requirements Characteristics of High Performing Schools** Implementing a Standards-Aligned The written curriculum is aligned to state standards or the standards of national disciplinary Curriculum Monitoring the Teaching of Standards organizations Aligning the Curriculum The written curriculum is vertically and horizontally aligned · Textbooks and other instructional materials are aligned with the written curriculum · Formative and summative assessments are identified in the written curriculum Intervention and enrichment materials are identified in the written curriculum THE HIGH PERFORMING SCHOOL © 2009 SOLUTION TREE PRESS

le:	quirements of all Wyoming Schools	
	plementing a Standards-Aligned Curriculum	
	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills.	W.S.21-9-101(a)(b)(i-ii
	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.	(AdvancED School Indicator 3.1 Level 3)
•	There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.	(AdvancED School Indicator 3.1 Level 3)
•	Like courses/classes have equivalent learning expectations.	(AdvancED School Indicator 3.1 Level 3)
•	Some learning activities are individualized for each student in a way that supports achievement of expectations.	(AdvancED School Indicator 3.1 Level 3)
Μa	onitoring the Teaching of Standards	
•	The school has adopted and implemented strategies to monitor the teaching of standards.	W.S.21-3- 110(a)(xvii(xviii)(xix); Chapter 6-7(e)
۹lię	gning the Curriculum, Instruction and Assessments	
•	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.	(AdvancED School Indicator 3.2 Level 3)
•	There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.	(AdvancED School Indicator 3.2 Level 3)
•	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	(AdvancED School Indicator 3.2 Level 3)
•	There will need to be considerable training and support to help Wyoming teachers fully understand the curricular and instructional ramifications of the Common Core State Standards.	(Accountability Framework pg.68)
₹el	lated Statutory Assurances (Required of Some Schools)	
•	Career Technical Education courses are offered in a three-course sequence in grades 9- 12 for program improvement and state funding.	(W.S.21-13-309)
	Instruction is provided in the essentials of the state and federal constitutions.	W.S.21-9-102(b)(i)(n)
•	The school provides foreign language instruction in grades K-2	W.S.21-9-101(g)
•	All Hathaway Scholarship Program course requirements (Success Curriculum) have been met and implemented.	W.S6-1301-1310

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2. Instruction

Wyoming Requirements

- Improving the Quality of Instructional Practice
- Increasing Student Depth of Knowledge
- Using Instructional Technology (Computers) to Accelerate Learning
- Differentiating Instruction
- Implementing a Multi-tiered Approach to Instruction and Intervention
- · Providing Extra Time Opportunities
- Providing for the Needs of Gifted and Talented Students
- Providing for the Needs of Students with Disabilities
- Providing for the Needs of English Language Learners

Characteristics of High Performing Schools

- Teachers integrate content standards into classroom instruction
- The instructional program is rigorous and provides access, challenge and support for all students
- Teachers expect all students to make substantial learning gains each year, and students have high expectations of themselves
- Teachers organize instruction to support clearly articulated and communicated learning targets
- Teachers provide students with activities and assignments that are rigorous and engaging and that extend their learning
- Teachers have deep knowledge of their subject matter, possess expertise in a wide range of instructional strategies, and are committed to closing achievement gaps
- Teachers plan together to insure that instruction and assessment meet the needs of all learners
- Instructional time is fully and effectively used
- School administrators support and promote effective instructional practices, program coordination and resource allocation
- School administrators ensure that the taught curriculum reflects the written curriculum and aligns with the pacing charts

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Instructional Guidance as Program Coherence

According to Beaver and Weinbaum in their article "Measuring School Capacity, Maximizing School Improvement," Program Coherence is the combination of common instructional frameworks, working conditions for teachers which support the common instructional frameworks, and the dedication of the necessary time and resources to support the common instructional frameworks (Beaver & Weinbaum, 2012) (3). Program Coherence is one of the four components which are used to determine the capacity level of a school in this study (2). In Organizing Schools for Improvement, Byrk et. al. discuss five Essential Supports for the improvement of schools, one of which is Instructional Guidance, which they describe as school wide cohesion and support in curriculum and instruction with the goal of improving student learning gains (Byrk, Sebring, Allensworth, Luppescu, & Easton, 2010) (chap. 2).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Do the proposed supports and interventions focus on overall program coherence in a chosen content area and how?
- b. Does the proposed support and intervention add to or detract from coherence in the school or district?
- c. Do the proposed supports and interventions refer to specific interventions for students (and how) and do they add to overall program coherence?
- d. Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- e. What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions? (Bailey, 2012)

WYOMING INSTRUCTIONAL RE	QUIREMENTS	
Required of all Wyoming Schools		
Improving the Quality of Instructional Practice		
 Teachers have the major responsibility fo 	enact the high quality instruction needed to	(Accountability Framework pg.68)
	egies that require student collaboration, self	(AdvancED School Indicator 3.3 Level 3)
 Teachers encourage the development of s so that students develop internal capacity 	student agency and meta-cognitive strategies v to learn to help themselves.	Accountability Framewor pg.68)
learning needs of students when necessar		(AdvancED School Indicator 3.3 Level 3)
 The school has planned and developed Sc reform strategies to strengthen the core a quality of learning time, and provide addi 	cademic program, increase amount and	(Title 1 Assurances)
Increasing Student Depth of Knowledge (Cognit	ive Demand)	
skills and integrate content and skills wit		(AdvancED School Indicator 3.3 Level 3)
Using Instructional Technology (Computers) to	Accelerate Learning	
 Teachers use instructional strategies that instructional resources and learning tools 		(AdvancED School Indicator 3.3 Level 3)
Differentiating Instruction		
 School personnel use data to identify union of proficiency as well as other learning ne 	que learning needs of all students at all levels eds (such as second languages).	(AdvancED School Indicator 3.12 Level 3)
 School personnel stay current on research and provide or coordinate related learning 	h related to unique characteristics of learning g support services to all students.	(AdvancED School Indicator 3.12 Level 3)
 The school provides differentiated instru- support services outside of classrooms fo 		(Accountability Framework pg. 68)
Providing Extra Time Opportunities		
 The school implements programs that inc students who fail to demonstrate proficie extended day and extended year program 		W.S.21-4-301; 21-2- 304(a)(iv); 21-13- 307(a)(iv); Chapters 6-7 (d)(i)
 The school creates "extra time" opportuni enrichment programs 	ities such as after school and summer school	(Accountability Framework pg., 68)
Providing for the Needs of Gifted and Talented	Students	
 The school provides for the needs of all gi enrichments in regular instruction, enrich courses, extension periods, etc. 	fted and talented students through nment programs, advanced or challenging	W.S.21-9-101(c)(ii); Chapter 6-7(d)(ii)
Providing for the Needs of Students with Disabi	llities	•
 Disabilities – The school provides for the compliance with statutory requirements. 		W.S.21-2-501-502; 21-9- 101 I(i); Chapter 6-14 (b)
The school provides appropriate support	and interventions for special education	(Accountability Framework pg. 67)
 District shall design and implement a Rea 3 and provide required interventions. Res 	ding Screening Program for all students in K- sults are reported to the state.	(W.S. 21-3-401)
Providing for the Needs of English Language Lea	arners	
 The school provides appropriate support learners 	and interventions for English language	(Accountability Framework pg. 67)

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3. Assessment

Wyoming Requirements

- Using Formative Assessments
- Implementing and Maintaining the District Assessment System
- Participating in the State Assessment and Accountability System
- Analyzing Assessment Data
- · Training Staff in the Use of Data
- Verifying Student Learning Using Data
- Monitoring and Communicating Information about Student Learning

Characteristics of High Performing Schools

- Local assessments are aligned to the cognitive demand of the standards and to the written curriculum
- Teachers employ a variety of formative and summative assessment strategies
- Diagnostic assessments are used to identify student skill levels and to determine appropriate interventions and remedies
- Data from diagnostic assessments are used to place, group and regroup students
- Aggregated and disaggregated data from state assessments are used to improve the school's curriculum and instruction program
- State and local student assessment data are collected, disseminated, and readily available. THE HIGH PERFORMING SCHOOL @2009 SOLUTION TREE PRESS

Knowledge Management and Processes as Large Scale Learning

Byrk et. al. suggest in their book, Organizing Schools for Improvement, that Knowledge Management and Processes can be used to track Large Scale Learning through maintenance of databases of school and district data (introduction). In their study, Byrk et. al. consulted a longitudinal database in which was housed a multitude of data regarding school demographics, community and staff surveys, attendance records, teacher data, curriculum documentation, and standardized testing data (introduction). The maintenance of this database by the Chicago Public Schools allowed Byrk et. al. to effectively pinpoint the factors which influenced the success or lack thereof of various schools.

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. How do the supports and interventions help the organizational unit learn from their actions?
- b. How do the supports and interventions use assessment data as part of learning for the school or district?
- c. Do the supports and interventions allow for aggregation of learning and knowledge at the organizational level?
- d. How will knowledge and learning be noted, stored, disseminated and stored at a district and/or state level?
- e. Do the supports and interventions suggest how principal leadership will be enhanced in this area?
- f. What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

	yoming Student Assessment Requirements	
Re	quired of all Wyoming Schools	
Us	ing Formative Assessments	
•	Formative and classroom assessment tools are used for ongoing progress monitoring	(Accountability
	and intervention	Framework, Page 68)
•	The process includes multiple measures, including formative assessments, to inform	(AdvancED School
	the ongoing modification of instruction and provide data for possible curriculum	Indicator 3.6 Level 3)
	revision.	
•	The process provides students with specific and timely feedback about their learning.	(AdvancED School
_		Indicator 3.6 Level 3)
lm	plementing and Maintaining the District Assessment System	
•	School personnel maintain and use an assessment system that produces data from	(AdvancED School
	multiple assessment measures, including locally developed and standardized	Indicator 5.1 Level 3)
	assessments about student learning and school performance.	
•	The school implements the district assessment system to measure student	W.S.21-2-304(a)(iv-v); 21-
	performance relative to district content and performance standards. They system is	3-110(a)(xxiv); Chapter 6-
	designed so that all students have equality of educational opportunity to learn the	8(f)
	content and skills represented in the standards and to the level established by the	
_	performance standards. The system ensures consistent measurement across classrooms and courses.	(AdvancED School
•	The system ensures consistent measurement across classrooms and courses.	Indicator 5.1 Level 3)
_	Most assessments, especially those related to student learning, are proven reliable and	(AdvancED School
•	bias free.	Indicator 5.1 Level 3)
Da	rticipating in the State Assessment and Accountability System	manager on correr of
	The school ensures that all third through eighth and/or eleventh grade students	W.S.21-2-304(a)(v-vi); 21-
•	participate in the Wyoming state assessment of student performance in reading,	3-110(a)(xxiv); Chapter 6-
	writing, mathematics and, science (known as PAWS).	8(a), (c), and (e)
•	The school assures all students in eleventh grade take the ACT assessment.	W.S.21-3-110(a)(xxix); 21
•	The school assures an students in eleventh grade take the ACT assessment	2-202(a)(xxx)
•	The school participates in the State Accountability System and complies with applicable	Chapter 6-9 and 10
	Federal laws.	
An	alyzing Assessment Data	
	Systematic processes and procedures for collecting, analyzing, and applying learning	(AdvancED School
	from multiple data sources are used consistently by professional and support staff.	Indicator 5.2 Level 3)
•	Data sources include comparison and trend data that provide a complete picture of	(AdvancED School
	student learning, instruction, the effectiveness of programs, and the conditions that	Indicator 5.2 Level 3)
	support learning.	
•	School personnel use data to design, implement, and evaluate continuous improvement	(AdvancED School
	plans to improve student learning, instruction, the effectiveness of programs, and	Indicator 5.2 Level 3)
	organizational conditions.	
Tra	aining Staff in the Use of Data	
•	All professional and support staff members are assessed and trained in a rigorous	(AdvancED School
	professional development program related to the evaluation, interpretation, and use of	Indicator 5.3 Level 3)
	data.	
Ve	rifying Student Learning Using Data	
•	Policies and procedures describe a process for analyzing data that determine verifiable	(AdvancED School
	improvement in student learning, including readiness for and success at the next level.	Indicator 5.4 Level 3)
•	Results indicate improvement, and school personnel consistently use these results to	(AdvancED School
-	design, implement, and evaluate the results of continuous improvement action plans	Indicator 5.4 Level 3)
	related to student learning, including readiness for and success at the next level.	
M	onitoring and Communicating Information about Student Learning	
•	Leaders monitor comprehensive information about student learning, conditions that	(AdvancED School
•	support student learning, and the achievement of school improvement goals.	Indicator 5.5 Level 3)
_	support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all	(AdvancED School
•	stakeholder groups.	Indicator 5.5 Level 3)
	staketiotidet Broups.	muncator 5.5 Level 5)

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4. Leadership

Wyoming Requirements

- Developing a Culture of Expectations
- Engaging Stakeholders in Support of the Mission
- · Evaluating Teachers
- Implementing the School Instructional Process
- Monitoring Instructional Practice
- · Increasing Teacher Engagement
- Effectively Utilizing Instructional Facilitators
- Providing Common Grading and Reporting Practices
- · Recruiting and Retaining Qualified Staff
- Protecting Instructional Time

Characteristics of High Performing Schools

- School administrators provide leadership in strategic planning
- School administrators create a culture of high expectations for student and adult success and support those beliefs schoolwide
- School administrators see student learning as the foremost priority for the school
- School administrators ensure that adequate resources are allocated to achieve school improvement goals
- · School leadership is distributed schoolwide
- School administrators recognize staff members' accomplishments, expertise, and leadership potential
- School administrators encourage and promote collaborative relationships
- School administrators address existing and potential conflicts
- School administrators are accessible and model optimism, integrity, fairness and respect
- School administrators are adaptable and encourage innovation
- School administrators ensure that teachers receive constructive feedback through periodic observation, coaching and lesson study
- School administrators provide formal staff evaluations

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Principal Leadership as the Catalyst for Improvement and Instructional Analysis

In Organizing Schools for Improvement, Byrk et. al. describe school leadership as being the driving force behind all school improvement (chap. 2, chap. 4). Their vision of school leadership defines it as an "organizational subsystem" which encompasses parent and community involvement in schools, the orchestration of staff development, the support of a student-centered learning environment, and the design and implementation of school wide curriculum and instruction which is designed to increase academic achievement in all students (chap. 2).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Do the proposed supports and interventions help develop leadership at the school and district level?
- b. What is the proposed follow-up support for leaders?
- c. What prerequisite skills and knowledge does the support and intervention assume about instructional leadership?
- d. What is the role of central office in this area and how are district-school interactions considered in the proposed supports

	uired of all Wyoming Schools	
)e	reloping a Culture of Expectations	
	Leaders and staff align their decisions and actions toward continuous improvement to	(AdvancED School
	achieve the school's purpose.	Indicator 2.4 Level 3)
Т	Leaders and staff expect all students to be held to high standards in all courses of study.	(AdvancED School
		Indicator 2.4 Level 3)
	All leaders and staff are collectively accountable for student learning.	(AdvancED School
		Indicator 2.4 Level 3)
	School leaders support innovation, collaboration, shared leadership, and professional	(AdvancED School
	growth.	Indicator 2.4 Level 3)
Т	The culture is characterized by collaboration and a sense of community.	(AdvancED School
		Indicator 2.4 Level 3)
ng	aging Stakeholders in Support of the Mission	·
_	Leaders communicate effectively with appropriate and varied representatives from	(AdvancED School
	stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit	Indicator 2.5 Level 3)
	feedback and respond to stakeholders, work collaboratively on school improvement	_
	efforts, and provide and support meaningful leadership roles for stakeholders.	
	School leaders' efforts result in measurable, active stakeholder participation:	(AdvancED School
	engagement in the school; a sense of community; and ownership.	Indicator 2.5 Level 3)
	Every three years the school assesses all grade levels, parents, and staff regarding	Chapter 6-15
	school mission and student learning, school safety, service provision, equity, and	
	opportunity to learn. The results are used for school improvement planning.	
,	The school has procedures for involving parents and community in decision-making.	W.S.21-2-202(a)(ii);
	implementation of standards, goal setting and planning for school improvement, and	Chapter 6-13
	identification of budget priorities based on student performance standards.	-
va	luating Teachers	
Т	The focus of the criteria and processes of supervision and evaluation is improving	(AdvancED School
	professional practice and improving student success.	Indicator 2.6 Level 3)
,	The school uses a State Board of Education/WDE approved teacher performance	W.S.21-2-304(b)(xv)
	evaluation system.	
,	Supervision and evaluation processes are regularly implemented.	(AdvancED School
	supervision and evaluation protesses at a regularity implementation	Indicator 2.6 Level 3)
,	The performance of each continuing contract teacher is formally evaluated in writing at	W.S.21-3-110(a)(xviii)
	least once each year.	
	The performance of each initial contract teacher is formally evaluated in writing at	W.S.21-3-110(a)(xviii)
	least twice annually.	
_	The results of the supervision and evaluation processes are used to monitor and	(AdvancED School
	effectively adjust professional practice and improve student learning.	Indicator 2.6 Level 3)
	Documentation demonstrates that teachers considered performing unsatisfactorily	(W.S. 21-2-304 (b) (xv)
	were provided with mentoring and/or professional development opportunities which	(
	are designed to improve instruction.	
m	elementing the School Instructional Process	
	All teachers use an instructional process that informs students of learning expectations	(AdvancED School
	and standards of performance.	Indicator 3.6 Level 3)
_	Exemplars are often provided to guide and inform students.	(AdvancED School
•	Exemplars are often provided to guide and inform students.	(MUVATICED SCHOOL

Мо	nitoring Instructional Practice	
•	School leaders know what quality instruction looks like and use that knowledge to	(Accountability
	support ongoing improvements	Framework pg. 70)
	School leaders formally and consistently monitor instructional practices through	(AdvancED School
	supervision and evaluation procedures to ensure that they are aligned with the school's	Indicator 3.4 Level 3)
	values and beliefs about teaching and learning.	
	School leaders formally and consistently monitor instructional practices through	(AdvancED School
	supervision and evaluation procedures to ensure that they are teaching the approved	Indicator 3.4 Level 3)
	curriculum.	
•	School leaders formally and consistently monitor instructional practices through	(AdvancED School
	supervision and evaluation procedures to ensure that they use content-specific	Indicator 3.4 Level 3)
	standards of professional practice.	
•	The school has planned and developed school wide research-based instructional	(Federal Assurances)
	strategies that provide timely additional instruction for those who are experiencing the	
	greatest degree of difficulty mastering the state's academic achievement standards.	
nci	reasing Teacher Engagement	
	School leaders formally and consistently monitor instructional practices through	(AdvancED School
	supervision and evaluation procedures to ensure that they are directly engaged with all	Indicator 3.4 Level 3)
	students in the oversight of their learning.	
ffe	ectively Utilizing Instructional Facilitators	
	The school employs qualified instructional facilitators to provide professional	W.S. 21-13-101(a)(xvii)
	development, teacher mentoring and educational leadership based on identified needs	
	and school improvement planning.	
,	The Wyoming school funding model currently includes provisions for an instructional	(Accountability
	coach at each (or most) buildings. This is certainly a good start towards building	Framework pg.68)
	increased capacity among Wyoming's teachers.	
Pro	viding Common Grading and Reporting Practices	
•	Teachers use common grading and reporting policies, processes, and procedures based	(AdvancED School
	on clearly defined criteria that represent each student's attainment of content	Indicator 3.10 Level 3)
	knowledge and skills.	
	These policies, processes, and procedures are implemented consistently across grade	(AdvancED School
	levels and courses.	Indicator 3.10 Level 3)
	Stakeholders are aware of the policies, processes, and procedures.	(AdvancED School
	State for de la varie of the policies, processes, and procedures	Indicator 3.10 Level 3)
	The policies, processes, and procedures are regularly evaluated.	(AdvancED School
	The political processes, and processes are regularly evaluated	Indicator 3.10 Level 3)
Rec	ruiting and Retaining Qualified Staff	
	Policies, processes, and procedures ensure that school leaders have access to, hire,	(AdvancED School
	place, and retain qualified professional and support staff.	Indicator 4.1 Level 3)
	School leaders systematically determine the number of personnel necessary to fill all	(AdvancED School
	the roles and responsibilities necessary to support the school purpose, educational	Indicator 4.1 Level 3)
	programs, and continuous improvement.	manador in beveloj
,	Sustained fiscal resources are available to fund positions critical to achieve the purpose	(AdvancED School
•	and direction of the school.	Indicator 4.1 Level 3)
	The school has planned strategies to attract highly qualified teachers to this high needs	(Federal Assurances)
•	school.	(rederal Assurances)
_		(Padamil Annum)
•	The school has planned instruction by paraprofessionals who meet the requirements of	(Federal Assurances)
	NCLB and teachers who are Highly Qualified under NCLB.	************
•	The assignment of staff members is in accordance with the certificates and	W.S.21-7-303(a); 21-7-
	endorsements as specified in the Professional Teaching Standards Board regulations.	304 and 21-2-803
ro	tecting Instructional Time	
•	Instructional time is protected in policy and practice.	(AdvancED School
		Indicator 4.2 Level 3)

5. Planning

Wyoming Requirements

· Focusing on Learning for All Students

- Developing or Revising a Mission, Vision or Purpose Statement
- Committing to Shared Values and Beliefs
- Implementing an Instructional Leadership Team
- Analyzing Needs
- Writing Plans
- Meeting the Requirements of Accreditation

Characteristics of High Performing Schools

- There is a process in place, and support for schoolwide strategic planning
- The strategic plan is focused on student learning and refining teaching practices
- As a part of strategic planning, student demographic and achievement data are reviewed and analyzed
- A research-driven approach is used to identify problems and solutions
- · Extensive communication ensures that all stakeholders are a part of the decision making
- An action plan describes the steps to be taken toward attainment of the goals
- The strategic plan is put into action with fidelity
- · The school monitors progress toward attainment of the goals and makes adjustments when necessary

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	yoming Strategic Planning Requirements	
_	juired of all Wyoming Schools	
	using on Learning for All Students	
•	All systems, practices and structures support the improvement of instruction, which	(Accountability
_	must be a focus of the system	Framework, p.71)
)ev	veloping or Revising a Mission, Vision or Purpose Statement	
	The purpose statement focuses on student success.	(AdvancED School
		Indicator 1.1 Level 3)
	The school's process for review, revision and communication of the purpose statement	(AdvancED School
	is documented.	Indicator 1.1 Level 3)
	The process is formalized and implemented on a regular schedule.	(AdvancED School
		Indicator 1.1 Level 3)
	The process includes participation by representatives from all stakeholder groups.	(AdvancED School
		Indicator 1.1 Level 3)
or	nmitting to Shared Values and Beliefs	
	Commitment to shared values and beliefs about teaching and learning is evident in	(AdvancED School
	documentation and decision making.	Indicator 1.2 Level 3)
	This commitment is regularly reflected in communication among leaders and staff.	(AdvancED School
		Indicator 1.2 Level 3)
	Challenging educational programs and equitable learning experiences are implemented	(AdvancED School
	so that all students achieve learning, thinking and life skills necessary for success.	Indicator 1.2 Level 3)
	Evidence indicates a commitment to instructional practices that include active student	(AdvancED School
	engagement, focus on depth of understanding, and application of knowledge and skills.	Indicator 1.2 Level 3)
	School leadership and staff share high expectations for professional practice.	(AdvancED School
	School leadership and staff share high expectations for professional practice.	Indicator 1.2 Level 3)
	olementing an Instructional Leadership Team	indicator 1.2 Level 5)
_	·	W.S.21-2-304 (a)(v);
•	The school monitors the school improvement process and supports the	W.5.21-2-304 (a)(V); Chapters 6-11
_	implementation of the school Improvement plan.	
•	School leaders implement a documented, systematic continuous improvement process	(AdvancED School
	for improving student learning and the conditions that support learning.	Indicator 1.3 Level 3)
	All stakeholder groups are engaged in the process.	(AdvancED School
_		Indicator 1.3 Level 3)
•	Documentation that the process yields improved student achievement and instruction	(AdvancED School
_	is available and communicated to stakeholders.	Indicator 1.3 Level 3)
۱na	alyzing Needs	
•	High functioning schools have cultures where data are used to identify goals, design	(Accountability
	interventions and strategies, create or select tools for monitoring the progress toward	Framework, Page 67)
_	goals, evaluate the success at meeting the goals and then starting the cycle again.	
•	School personnel maintain a profile with current and comprehensive data on student	(AdvancED School
	and school performance.	Indicator 1.3 Level 3)
	The profile contains analyses of data used to identify goals for the improvement of	(AdvancED School
	achievement and instruction that are aligned with the school's purpose.	Indicator 1.3 Level 3)
,	Educators and other stakeholders use student longitudinal growth to fine-tune, alter,	(Accountability
	and/or eliminate specific programs/interventions to focus on those with the greatest	Framework, Page 20)
	likelihood of producing gains in student learning	
	Data are used to identify goals and to design strategies and interventions	(Accountability
		Framework, Page 67)
	Schools identify strengths and weaknesses for targeting improvement efforts	(Accountability Page 68
	The school has clear student performance targets based on:	((W.S.21-2-204(c)(i-iii)
	Growth in reading and mathematics	((Thomas a south)
	Achievement in reading, math, science, writing and language	
	 Readiness, as defined by test scores, graduation rate and ninth grade credit 	
		(AdvancED School

•	The school has conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the School wide program components.	(Title 1 Assurances)
•	Data are used to evaluate the success of meeting the goals	(Accountability Framework, Page 67)
Wri	ting Plans	
•	The improvement plan shall be based upon an evaluation of the strengths and deficiencies of specific content and indicator scores that identifies appropriate improvement goals with an explanation of the measures and methods chosen for improvement, the process to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance.	(W.S.21-2-204(f)(iv))
•	The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals.	(AdvancED School Indicator 1.3 Level 3)
•	The plan shall describe the personnel and financial resources within the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) necessary for implementation of the measures and methods chosen for improvement	
•	The director shall appoint a representative from the department in accordance with paragraph (vii) of this subsection to monitor the school's progress towards meeting the specified goals and implementation of the processes, measures and methods as contained in the school's plan.	(W.S.21-2-204(f)(v))
•	The plan shall be recommended by the school district superintendent and approved by the local board of trustees	(W.S.21-2-204(f)(vi)
•	The school improvement plan is publicly available through internet access.	W.S.21-2-204(f)(viii)
•	School leaders hold all school personnel accountable for and evaluate the overall	(AdvancED School
	quality of the implementation of all interventions and strategies.	Indicator 1.3 Level 3)
•	The process is reviewed and evaluated.	(AdvancED School Indicator 1.3 Level 3)
•	The school has planned an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	(Title 1 Assurances)
•	The school has developed and implemented a professional development plan focused on development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals.	W.S.21-2-202(a)(xx; W.S.21-3-110(a)(xix); Chapter 6-12
•	Requested resources for improvement plan implementation, or the reallocation of existing resources for plan implementation, shall be based upon a comprehensive review of the available research. Justification for resource allocation or reallocation shall be incorporated within the written improvement plan.	(W.S.21-2-204(f)(vi))
•	Schools that are exceeding expectations or meeting expectations will file a communication plan with the district superintendent and the WDE to document effective practices and communicate effective practices with other schools in the state.	(W.S.21-2-204(f)(iii-iv))
•	Planned School wide activities are coordinated with and integrated with other federal, state, and local services, programs and resources.	(Title 1 Assurances)
•	The school has incorporated School wide planning into the existing school improvement planning process.	(Title 1 Assurances)
•	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of School wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities.	(Title 1 Assurances)

Meeting the Requirements of Accreditation		
•	State director is required to enforce the provisions of statute and the administrative rules and regulations provided for in statute.	21-2-202(a)(iv)
•	State director required to prepare and maintain a list of accredited schools in Wyoming.	21-2-202(a)(viii)
•	Director take appropriate action, including changing of accreditation status for non- compliance with statutes and the uniform educational programs standards (W.S. 21-9- 101 and 102) and the student content and performance standards prescribed by the state board.	21-2-202(c)
•	State board implements and enforce standards through the evaluation and accreditation of school districts.	21-2-304(a)(ii)



6. Professional Development

Wyoming Requirements

Implementing and Maintaining Staff Collaboration

- Engaging Staff in Mentoring, Coaching and Induction
- Increasing Staff Capacity through Professional Development

Characteristics of High Performing Schools

- The professional development program is focused on improving student learning by deepening the knowledge and skills of educators in their subject matter and in pedagogy
- The professional development program is based on an analysis of student achievement data and learning needs, is coherent with state standards, and compliments the instructional program
- · Professional development is collaborative, is jobembedded, and addresses both individual and schoolwide needs
- Professional development is ongoing and sustained over time
- Professional development builds cultural proficiency
- Professional development explicitly addresses the needs of teachers new to the profession
- The professional development program has adequate resources
- An evaluation of program effectiveness is an integral part of professional development THE HIGH PERFORMING SCHOOL @2009 SOLUTION TREE PRESS

Human Capital as Professional Capacity

In their article "Measuring School Capacity, Maximizing School Improvement," Beaver and Weinbaum define Human Capital as the value a school's staff brings to the school, such as education, experience, and dedication (3). According Beaver and Weinbaum's definition, human capital can be increased through professional development and is only one critical component in school improvement (3). In Organizing Schools for Improvement, Byrk et. al. reference James Coleman's definition of Human Capital, which is the opposite of physical resources, and is represented by the collective talents and expertise of a school's staff (ch. 6). Essentially, the school's Human Capital is the capacity of its professionals to improve the school through their own abilities.

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Will the proposed supports and interventions add to educators' knowledge and skill in a specific content area and instruction in this area and/or for specific subgroups?
- b. Does the proposed support help build a common language around the content area and instruction in this domain?
- c. What is the exact adult learning model and is if of sufficient enough intensity for long-term improvement?
- d. Are there ongoing supports for educator learning?
- e. How do the proposed supports and interventions actually get into the classroom for necessary learning?
- Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

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	yoming Professional Development Requirements	
	quirements of all Wyoming Schools plementing and Maintaining Staff Collaboration	
•	Piementing and Maintaining Staff Collaboration All members of the school staff participate in collaborative learning communities that meet both informally and formally.	(AdvancED School Indicator 3.5 Level 3)
•	Collaboration often occurs across grade levels and content areas.	(AdvancED School Indicator 3.5 Level 3)
•	Staff members have been trained to implement a formal process that promotes discussion about student learning.	(AdvancED School Indicator 3.5 Level 3)
•	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.	(AdvancED School Indicator 3.5 Level 3)
•	School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	(AdvancED School Indicator 3.5 Level 3)
Eng	gaging Staff in Mentoring, Coaching and Induction	
•	Once these new teachers enter the workforce, schools and districts need to support the continued development of these novice teachers with high quality mentoring and induction systems for new teachers and leaders.	(Accountability Framework, Pg. 68)
•	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.	(AdvancED School Indicator 3.7 Level 3)
•	These mentoring, coaching and induction programs set expectations for all school personnel and include measures of performance.	(AdvancED School Indicator 3.7 Level 3)
•	District superintendents and school leaders work with the WDE representatives in the development, maintenance and implementation of school improvement and resourcing plans.	W.S.21-2-204(f)(vii)
Inc	reasing Staff Capacity through Professional Development	
•	Professional development is based on an assessment of needs of the school.	(AdvancED School Indicator 3.11 Level 3)
•	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction.	(AdvancED School Indicator 3.11 Level 3)
•	The program builds capacity among all professional and support staff.	(AdvancED School Indicator 3.11 Level 3)
•	Professional development opportunities are designed to improve leadership, management and student achievement	(W.S. 21-02-304 (b) (xvi
•	Documentation demonstrates that professional development opportunities were made available to staff by the district superintendent	W.S. 21-3-110 (b))
•	The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	(AdvancED School Indicator 3.11 Level 3)
•	The school has planned or provided appropriate professional development activities for staff who will be serving students.	(Federal Assurances)

7. Student Engagement

Feeling a connection to their school, their peers, and the adults within their school provides an important safety net for students. Students who feel connected are much more likely to stay in school despite obstacles they may face along the way. Extracurricular activities play an important role in these feelings of connection. When students begin to falter, there are mechanisms in place to quickly reach out to them with targeted assistance. Students move seamlessly from one school to another in the district because there is a high level of communication and coordination between schools.

Wyoming Requirements

- Preventing and Intervening with At-Risk Behavior
- Increasing Student Engagement
- Building Staff/Student Relationships

Characteristics of High Performing Schools

- Students feel connected to their school
- Students have positive, trusting and caring relationships with adults and peers in the school
- · Extracurricular activities are numerous and varied, providing ample opportunities for all students to participate
- The school has mechanisms and programs to identify and meet the academic and social service needs of students at-risk of not completing school
- A system of schoolwide, targeted and intensive interventions meet the needs of students at-risk
- Secondary schools provide alternative options to students in order to increase graduation rates
- There is coordination and curricular alignment within and among feeder pattern schools to ensure that students are prepared for transition to the next grade or school

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Student Engagement Especially with Various Subgroups as the Key Enabler

In their book, Organizing Schools for Improvement, Byrk et. al. identify student engagement as being central to school improvement; indeed, without students' engagement, how can they participate in their own educations and, by extension, buoy school improvement efforts? (ch. 3). However, determining the ways in which students' unique backgrounds affect their school engagement is difficult, so Byrk et. al. examined the importance of the primary composition of the subgroups composing a school's neighborhood in its improvement process (ch. 6). Byrk et. al. studied schools serving a range of socioeconomic groups from low to high, schools made up of various racial/ethnic subgroups, and schools serving subgroups of students considered at-risk due to abuse, neglect, and living situations including foster homes and homelessness (ch. 6). The data demonstrated that each of these subgroups had a profound effect, either positive or negative, on schools' ability to make great improvements (ch. 6).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Do the proposed supports and interventions focus on student engagement and how?
- Do the proposed supports and interventions focus on specific subgroups who may be underachieving and how?
- Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

Wyoming Student Connectedness, Engagement and Read	iness Requirements	
Requirements of all Wyoming Schools		
Preventing and Intervening with At-Risk Behavior		
 The school follows district policies and procedures for identifying and intervening at-risk students and preventing at-risk behavior. 	with W.S. 21-2-304 (a)(iii), W.S. 21-9-101 (c), W.S. 21-13- 309(m)(v)(A), Chap. 6- 7(d)(i) & (ii), Chapter 6-14	
 The school employs a Response to Intervention (RTI) or similarly effective approadiagnosis, intervention and monitoring 	ch for (Accountability Framework pg. 68)	
Increasing Student Engagement		
The school increases student engagement	(Accountability Framework p.70)	
Building Staff/Student Relationships		
 School personnel participate in a structure that gives them long-term interaction v individual students, allowing them to build strong relationships over time with the student. 		
All students may participate in the structure.	(AdvancED School Indicator 3.9 Level 3)	
 The structure allows the school employee to gain insight into and serve as an advo for the student's needs regarding learning skills, thinking skills, and life skills. 	cate (AdvancED School Indicator 3.9 Level 3)	



8. Environment

The combination of warmth and academic challenge is the key to a positive school environment. Such an environment is strongly associated with student success. There is respect between all stakeholders. Faculty and staff members skillfully meet the needs of culturally and linguistically diverse students. Behavior management systems focus first on instruction and intervention, resulting in an environment that is orderly but not unduly regimented.

Wyoming Requirements

- Maintaining a Safe and Orderly Environment
- Using a Range of Media and Information Resources
- Maintaining and Improving the Technology Infrastructure
- Providing Student Support Services (Food Service, Transportation, Health)
- Addressing the Academic and Career Counseling Needs of Students

Characteristics of High Performing Schools

- School administrators foster a positive school environment in which students and staff members feel valued, students are challenged to grow academically and staff members are challenged to grow professionally
- The school and its physical environment are safe, welcoming and conducive to learning
- A culture of trust and respect exists at all levels of the school community
- Staff members work effectively with racially, culturally and linguistically diverse students
- Positive character traits are taught and reinforced as part of the instructional program
- An effective discipline and behavior management system supports teaching and learning schoolwide
- School administrators and staff members actively support the discipline and behavior management
- School rules are fair and are applied consistently and equitably. Consequences are commensurate with the offense
- Out-of-school suspensions are reserved only for the most serious offenses, and suspended students are allowed to continue the academic program THE HIGH PERFORMING SCHOOL @ 2009 SOLUTION TREE PRESS

School Learning Climate as Social Capital

In their book, Organizing Schools for Improvement, Byrk et. al. describe a framework of 5 essential supports for improving schools (ch. 2). The fourth essential support they describe is the student-centered learning climate of a school, which encourages students to learn by providing a safe school environment in which students are supported in their learning and academic success is valued and celebrated (ch. 2). Beaver and Weinbaum in their article "Measuring School Capacity, Maximizing School Improvement" also discuss the need for staff working conditions within the school to support the institution's instructional framework which supports student learning (3). Without this support for staff in their working conditions, they cannot in turn help to craft a school learning climate which is designed to increase students' learning (3).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Will the proposed supports and interventions help develop the school's learning culture? If so, how?
- b. How will the proposed supports and interventions be used to develop social capital among staff?
- Is this support isolated from other supports and chosen content areas?
- Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

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	yoming School Environment Requirements	
	quirements of all Wyoming Schools	
Ma	intaining a Safe and Orderly Environment	
•	School leaders have adopted or created clear expectations for maintaining safety,	(AdvancED Indicator 4.3
	cleanliness, and a healthy environment and have shared these definitions and	Level 3)
	expectations with stakeholders.	
•	School personnel and students are accountable for maintaining these expectations.	(AdvancED School
		Indicator 4.3 Level 3)
•	Measures are in place that allow for continuous tracking of these conditions.	(AdvancED School
		Indicator 4.3 Level 3)
•	Improvement plans are developed and implemented by appropriate personnel as	(AdvancED School
	necessary to improve these conditions.	Indicator 4.3 Level 3)
•	Results of improvement efforts are evaluated.	(AdvancED School
		Indicator 4.3 Level 3)
•	The school ensures that students are educated in a safe environment that meets all	Chapter 6-19(a)
	building, health, safety, and environmental codes and standards required by law for all	
	public buildings.	
Usi	ng a Range of Media and Information Resources	
•	Students and school personnel have access to media and information resources	(AdvancED School
	necessary to achieve the educational programs of the school.	Indicator 4.4 Level 3)
•	Media services sufficient to support the achievement of student content and	Chapter 6-19(b)
	performance standards are available and accessible to all students and staff.	
•	Qualified personnel are available to assist students and school personnel in learning	(AdvancED School
	about the tools and locations for finding and retrieving information.	Indicator 4.4 Level 3)
Ma	intaining and Improving the Technology Infrastructure	
	The technology infrastructure meets the teaching, learning, and operational needs of all	(AdvancED School
-	stakeholders.	Indicator 4.5 Level 3)
	School personnel develop and administer needs assessments and use the resulting data	(AdvancED School
•	to develop and implement a technology plan to improve technology services and	Indicator 4.5 Level 3)
	infrastructure.	mulcator 415 Dever 5)
•	The school has implemented the district technology plan.	W.S.21-2-202(a)(xx);
•	The school has implemented the district technology plan.	Chapter 6-17
Pro	oviding Student Support Services (Food Service, Transportation, Health)	anapian o ar
•	School personnel implement a process to determine the physical, social, and emotional	(AdvancED School
-	needs of each student in the school.	Indicator 4.6 Level 3)
_	School personnel provide or coordinate programs to meet the needs of students as	(AdvancED School
•	necessary.	Indicator 4.6 Level 3)
_	Measures of program effectiveness are in place, and school personnel use the data from	(AdvancED School
•		Indicator 4.6 Level 3)
_	these measures to evaluate all programs.	(AdvancED School
•	Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	Indicator 4.6 Level 3)
		Indicator 4.6 Level 3)
	dressing the Academic and Career Counseling Needs of Students	(1) 55.51.1
•	School personnel implement a process to determine the counseling, assessment,	(AdvancED School
	referral, educational, and career planning needs of all students.	Indicator 4.7 Level 3)
•	School personnel provide or coordinate programs necessary to meet the needs of	(AdvancED School
	students whenever possible.	Indicator 4.7 Level 3)
•	Measures of program effectiveness are in place, and school personnel use the data from	(AdvancED School
	these measures to evaluate all programs.	Indicator 4.7 Level 3)
•	Improvement plans related to these programs are designed and implemented when	(AdvancED School
	needed to more effectively meet the needs of students.	Indicator 4.7 Level 3)
•	All students have access to guidance services that provide assistance in developing and	Chapter 6-19
	monitoring their educational and career plans through a structured, systematic	
	individual planning process.	
	The Hathaway Scholarship Eighth Grade Unit of Study has been fully implemented.	W.S6-1301-1310

Sch	ool Environment Related Statutory Assurances	
•	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health.	W.S.21-4-309
•	The school provides annual training to all school personnel concerning, discrimination, confidentiality, and occupational exposure to blood-borne pathogens.	29 CFR 1910, 1030; Chapters 6-19 (a)(iv)
•	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis.	Chapter 6-19 (a)(v)
•	Fire inspections are conducted at least once every three (3) years, and results are available.	W.S.35-9-107 (a)(iv); 35- 9-121 (a)(b)
•	The school conducts fire/safety drills at least once every month that school is in session according to state statutes.	W.S.35-9-505
•	Food service programs meet or exceed state and federal requirements for quality and safety	Chapter 4
•	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes.	W.S.35-1-102
•	The school has developed and has on file the policy for required notification of pesticide application on or around the school building.	W.S.35-7-375(a)(b)(c)
•	Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes.	W.S.21-9-203; Chapter 6- 19 (a)(ii)(C)
•	The school/district adheres to standards for the storage and disposal of toxic chemicals and other hazardous substances used by schools within the district for educational programs.	W.S.21-2-202(a)(xxii)
•	The school/district adheres to policies and provides training regarding the use of seclusion and restraint in schools	W.S. 21-3-110(a)(xxx)
•	The school/district has adopted a protocol to address risks associated with concussions and other head injuries resulting from athletic injuries	W.S.21-3-110
•	Student transportation is provided in safe, reliable buses that meet state requirements	(Chapter 2)
•	The school creates, revises and enforces an anti-harassment/bullying policy.	W.S. 21-4-314 (a), W.S. 21-4-314 (f)
•	The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building.	W.S.21-3-110(a)(vii)

9. Family and Community

Effective schools have programs in place to engage families and the community in supporting student learning. The school, families and community develop partnerships for the benefit of students. The school demonstrates outreach efforts. Families and the community are involved in and feel ownership of the school.

Wyoming Requirements **Characteristics of High Performing Schools** · Involving Families in Meaningful Ways · Families and the community feel positive about and welcome at the school · The school maintains high levels of communication with families and the community The school seeks and values family and community involvement The school engages families and the community to support student learning · School administrators cultivate shared responsibility for decision making among families and within the community THE HIGH PERFORMING SCHOOL @2009 SOLUTION TREE PRESS

Parent, School and Community Ties as Social Capital

Community-based factors influencing a school's social capital, which is the amount of sway the school holds within its community, include school size, community mobility, and the feelings of relational trust (Byrk et. al. ch. 5). According to Byrk et. al. in Organizing Schools for Improvement, relational trust is created through the positive daily interactions of adults with a stake in the school's improvement, such as teachers, administrators, and parents, is closely linked to school improvement (ch. 5). These positive interactions can be utilized to improve the progress of school improvement efforts, though they do not directly affect school improvement, but rather ease the difficulty of the efforts required by adults to enact school improvement (Byrk et. al. ch. 5).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Will the proposed supports and interventions help develop the social capital between parents, community and school?
- b. How will the proposed supports and interventions be used to develop this social capital?
- Is this support isolated from other supports and chosen content areas:
- d. Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

	Wyoming Family and Community Involvement Requirements Requirements of all Wyoming Schools			
Involving Families in Meaningful Ways				
•	Programs that engage families in meaningful ways in their children's education are designed and implemented.	(AdvancED School Indicator 3.8)		
•	School personnel regularly inform families of their children's learning progress.	(AdvancED School Indicator 3.8)		
•	Parents have access to their students' longitudinal student-level report	(W.S. 21-2-204 [i] [iv])		
•	Documentation of the school's reports of assessment results to parents demonstrates that the reports are made in an accurate, complete and timely manner.	W.S. 21-2-304 (a) (v) (H)		
•	The school documents parental contact procedures and histories regarding student unexcused absences.	W.S. 21-4-103 (a) (i-ii)		
•	The school documents parental contact procedures and histories regarding student misconduct resulting in suspension.	W.S. 21-4-305 (c)		
•	The school has planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the School wide activities, including the development and use of a Parent Compact.	(Federal Assurance)		



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10. District Support

The board and district determine the context within which schools function and the culture within which they operate. Effective districts are committed above all else to setting and supporting goals for high levels of student learning, and the board and superintendent work together to emphasize this priority. The district leadership aligns curriculum, instruction and assessment between grade levels, district-wide. The district commits resources to its goals and uses data to evaluate progress toward those goals.

Wyoming Requirements

· Evaluating Board Policies

- Improving Board Operations
- · Providing Autonomy to Leadership
- Evaluating Leaders
- Allocating Time and Resources to Increase Achievement
- · Meeting Financial Requirements
- Meeting State Data Reporting Requirements

Characteristics of High Performing Schools

- The roles and responsibilities of the board, the district and the school are clear and communicated to stakeholders
- The board, district and school goals, policies and resource allocation are aligned and focus on student learning
- The district oversees the development and implementation of curriculum, instruction and assessment district-wide
- The board and district policies and actions reflect the expectation that all children in the district will be engaged in high quality instruction and assessment
- The board and district actions reflect high expectations of staff members
- The board and district use data to monitor school and student performance and intervene if school performance lags THE HIGH PERFORMING SCHOOL ©2009 SOLUTION TREE PRESS

Central Office Support and Transformation or How Central Office Policies, Practices and Structures Support Instruction and Principal Development

According to Byrk et. al., the main office represents the principal's leadership, which provides a direction and maintains momentum for change within a school (ch. 2). These principals cannot lead schools, however, without being selected by community members or administrators, a power which Byrk et. al. acknowledge to be central to school reformation in their research (ch. 2). This power to select principals also represents the central office. They also acknowledge that the more agency a community has in selecting its school leadership the more accountable those principals will be for the school's progress (ch. 2).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. Do the proposed supports and interventions help focus central office work on support of principals and the instructional core?
- b. Doe the proposed supports and interventions involve central office leaders?
- c. Will the proposed supports and interventions need new policies, practices or structures at a district level to help support?

Supportive Resources as Enablers of Learning

According to Beaver and Weinbaum in their article "Measuring School Capacity, Maximizing School Improvement," resources are the tangible things, such as curriculum, classrooms, supplies, and technology, which enable a school to accomplish its improvement aspirations (3, 4). These resources can provide the school staff with the means to achieve many of the school's improvement goals; however, without knowledgeable and skilled staff, these resources will not affect change within a school on their own (4). They are objects and nothing more until employed effectively by school staff (4).

Wyoming Ad-Hoc Committee on Statewide Capacity Building Questions:

- a. What resources may be necessary for the proposed support and intervention?
- b. How will current resources be allocated for the proposed support and intervention?
- Does the resource allocation lead to coherence or incoherence in other areas?
 Do the proposed supports and interventions suggest how principal leadership will be enhanced in this area?
- e. What is the role of central office in this area and how are district-school interactions considered in the proposed supports and interventions?

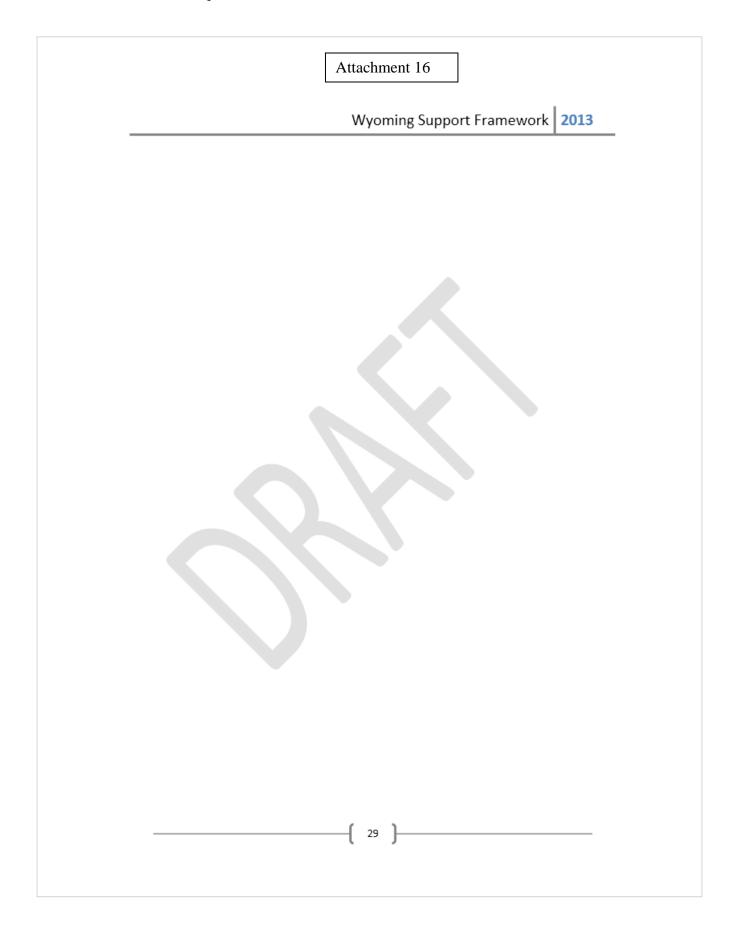
Di	strict Support Requirements	
	juirements of all Wyoming Schools	
	luating Board Policies	
•	The school is governed by a school district board of trustees that prescribes and enforces rules, regulations and policies that are consistent with Wyoming laws and state board rules and regulations.	W.S.21-3-105
٠	Policies and practices support the school's purpose and direction and the effective operation of the school.	(AdvancED School Indicator 2.1 Level 3)
•	Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff.	(AdvancED School Indicator 2.1 Level 3) (AdvancED School
•	Policies and practices provide requirements, direction for, and oversight of fiscal	Indicator 2.1 Level 3) (AdvancED School
•	management. Board policies are up to date and available for public inspection.	Indicator 2.1 Level 3) W.S. 21-3-110(a)(1)
Imp	proving Board Operations	
•	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest.	(AdvancED School Indicator 2.2 Level 3)
•	Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.	(AdvancED School Indicator 2.2 Level 3)
•	The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	(AdvancED School Indicator 2.2 Level 3)
Pro	viding Autonomy to Leadership	
•	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.	(AdvancED School Indicator 2.3 Level 3)
Eva	luating Leaders	
•	School and district leaders are evaluated using a process approved by the State Board of Education that meets the requirement of state statute. Student performance is included in leader evaluation. The leader evaluation system aligns to state established criteria. The leader evaluation system is designed to improve leadership, management and student achievement.	W.S.21-2-304(b)(xvi), Chapter 29 SBE rules and regulations
Allo	ocating Time and Resources to Increase Achievement	
•	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school.	(AdvancED School Indicator 4.2 Level 3)
•	School leaders work to secure material and fiscal resources to meet the needs of all students.	(AdvancED School Indicator 4.2 Level 3)
•	School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.	(AdvancED School Indicator 4.2 Level 3)
•	Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	(AdvancED School Indicator 4.2 Level 3)
•	The school will allocate and spend Title I, Part A School wide funds only on allowable programs and activities and will maintain appropriate results that will inform changes when needed.	(Federal Assurances)

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elated Statutory Assurances The district maintains an average student-teacher ratio of no greater than 16:1 in K-3 or requests WDE waiver on the basis of established criteria he following days are appropriately observed: Wyoming Day, December 10 of each year. W.S.8-4-103	(W.S.21-13-307(a)(iv))
or requests WDE waiver on the basis of established criteria he following days are appropriately observed:	(W.S.21-13-307(a)(iv))
he following days are appropriately observed:	
Wyoming Day December 10 of each year WS 8-4-103	
Wyonning Day, December 10 of each year, Wisio-1-100	
Nellie T. Ross' birthday, November 29 of each year. W.S.8-4-104	
Native American Day, the second Friday in May. W.S.8-4-105	
Pearl Harbor Remembrance Day, December 7 of each year. W.S.8-4-106	
Constitution Day, September 17 of each year. Consolidated Appropriations Act, 2005	
On Presidents' Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day,	W.S.8-4-101 (c)
and general election day, the school is not dismissed except by order of the board of	
trustees of the district. Exercises to emphasize the significance of these days are	
optional to the school.	
The school compiles with the State Board of Education's definition of the minimum	W.S.21-4-301; 21-13-
hours of student/teacher contact and minimum days per year. The school calendar	307(a)(ii); Chapter 22-
includes a minimum of 185 teacher work days.	5(a)
 ½ Day Kindergarten – 450 hours 	
 Full Day Kindergarten – 900 hours 	
 Elementary – 900 hours 	
 Middle/Jr. High = 1,050 hours 	
■ High School - 1,100 hours	
The school operates on a regular calendar, which includes 175 student/teacher contact	W.S.21-2-304(b)(viii); 21
days and 10 days devoted to professional development, OR the school operates on an	4-301; Chapter 22
approved alternative calendar.	
leeting Financial Requirements	
leeting State Data Reporting Requirements	
ther Administrative Requirements	

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2013

Design Document and Implementation Plan 2013

Wyoming Department of Education

Jim Rose, Interim Director

DESIGN DOCUMENT AND IMPLEMENTATION PLAN

The Wyoming Progressive, Multi-Tiered System of Support, Interventions and Consequences

Design Document and Implementation Plan | 2013

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4-11-13

Wyoming Statewide System of Support

Design Document and Implementation Plan

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System of Support Overview

The Wyoming Accountability in Education Act (WAEA) includes a system of rating schools on several indicators of student performance and determination of one of four school performance levels. The Wyoming Department of Education (WDE) is tasked with provision of a multitiered system of support, interventions and consequences. The WAEA welds accountability and support into a single system by requiring support differentiated by school performance level.

The system of support will extend beyond the WDE to include education stakeholders statewide in a systematic, aligned, cooperative effort to improve education in Wyoming. The vision for the system of support includes:



- Shared focus and system alignment.
- · A Wyoming Support Framework (separate document) that aligns the requirements for Wyoming schools and support related to those requirements into a single framework with ten categories of practice.
- Needs assessment for schools.
- · Monitoring of improvement efforts for support schools and high-need schools.
- · School evaluation teams that conduct on-site evaluation of high-need schools using a methodology modeled after the approach articulated in The High Performing School. (Dunsworth, 2009).
- · Specific support for high-need schools using external providers.
- Sharing of effective practices based on the Wyoming Support Framework.
- WDE services aligned to the Wyoming Support Framework.
- Statewide capacity building around the Wyoming Support Framework.
- Accreditation based on AdvancED® standards.

Goals and Objectives

The purpose of the system of support is to assist schools to meet the goal of the Wyoming Accountability in Education Act (W.S.21-2-204). These are to:

- · Become a national education leader among states;
- · Ensure all students leave Wyoming schools career or college ready;
- · Recognize student growth and increase the rate of that growth for all students;
- Recognize student achievement and minimize achievement gaps;

- · Improve teacher, school and district leader quality. School and district leaders shall include superintendents, principals and other district or school leaders serving in a similar capacity;
- · Maximize efficiency of Wyoming education;
- Increase credibility and support for Wyoming public schools.

Theory of Action

Improving educator professional practice will lead to increased student performance. By implementing, supporting, sharing and improving practices common to successful schools in a systematic manner, Wyoming's low-performing schools will improve and statewide educator capacity will increase.

"It may seem obvious, but it takes capacity to lead capacity. Most state departments... do not have the capacity to lead All Systems Go, which is the enterprise of helping the whole system focus on instruction, assessment, and correction on a continuous basis in all schools and in all districts." (All Systems Go: The Change Imperative for Whole System Reform, p. 73)

The premise throughout this document is that the Wyoming Department of Education (WDE) places multiple requirements on schools through accreditation, state and federal statutes, and the accountability framework (which was incorporated by reference into state statute). Undoubtedly the WDE has a major role in regulatory compliance and should have an equal commitment to support. The WDE should have the capacity, either through department employees or contracted external experts, to support what it requires of schools and districts. The support should reflect research-based effective practices that lead to increased student achievement.

Design Document and Implementation Plan Rationale

Three documents will guide the Wyoming Statewide System of Support (SSOS):

Design Document and Implementation Plan

This design document includes the structure, goals and objectives describing the SSOS and its available services and resources. The design document is a static plan that provides a shared understanding of the SSOS.

Operations Manual

The Operations Manual will be a set of online documents that guide the daily operation and implementation of the SSOS. The operations manual is based on the document Evaluating and Improving the SEA System of Recognition, Accountability, and Support. (Hanes, 2012)

Wyoming Support Framework

The support framework is based on the requirements of accreditation, the Wyoming Comprehensive Accountability Framework (Marion, 2012), state statute and federal statute as well as the book The High Performing School by Dunsworth and Billings. (Dunsworth, 2009) The framework includes the input from the Wyoming Ad-Hoc Committee on Capacity of the Legislative Advisory Committee. (Bailey, 2012)

The committee suggested nine themes and associated questions to focus and evaluate the system of support and statewide capacity building. These nine themes were included in the support framework. These themes and the associated questions will provide topics for further development and improvement of the system of support.

The High Performing School was chosen because it is aligned to the Wyoming requirements and because it includes research-based rubric scoring of effective practices in school improvement.

The book offers a number of resources including needs assessment and protocol for school evaluations. The advantage in this approach is that it is immediate, easily replicated and completely transparent. This approach may ultimately be transitioned into a process that is specific to Wyoming.

The Wyoming Support Framework will provide a platform for needs assessments, sharing of effective practices, school evaluations and specific support by the WDE and external partners and providers. Department programs will be aligned to the framework to "reduce duplication and unnecessary burden on LEAs (Districts) and schools." (USDE, ESEA Flexibility - Updated June 7, 2012, 2012, p. 3)

How to Support

Guidance from the Academic Development Institute (ADI) says:

- · For schools and districts on a satisfactory trajectory of continuous improvement, the state may provide an improvement process based on indicators of effective practice, self-assessed by district and school improvement teams.
- For schools and districts in need of rapid improvement, the state may introduce interventions, including those consistent with turnaround principles, alongside an improvement process based on indicators of effective practice. For schools in need of rapid improvement, self-assessment may be insufficient and may require more guidance in diagnosing current practice and planning improvement. This guidance (coaching) in diagnosis and planning can be provided by the state, district, or external partner.

The Elementary and Secondary Education Act (ESEA) includes three support strategies:

- · Distinguished educators, leaders, and teachers who have been successful in Title I schools, to consult and coach in districts and schools receiving assistance;
- School support teams to review improvement plans and recommend appropriate services to address deficiencies; and
- Partner organizations and consultants to extend the reach of support beyond the state agency's own personnel.

This Design Document and Implementation Plan includes all three support strategies.

What to Support

The turnaround principles are incorporated within the support framework, either as a category or a requirement. The ten categories of practice from the support framework are:

- 1. Curriculum
- 2. Instruction
- 3. Assessment
- 4. Leadership
- 5. Planning
- 6. Professional Development
- 7. Student Engagement
- 8. Environment
- 9. Family and Community
- 10. District Support

Who to Support

The Wyoming Accountability in Education Act (WAEA) defines support as plan requirements and representative assistance for schools around four school performance levels:

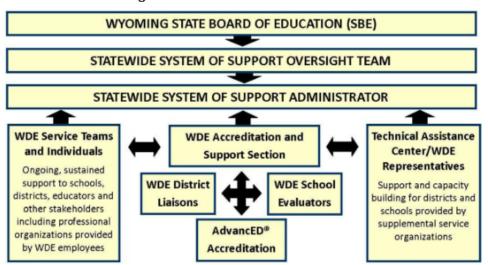
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

The WAEA references "Schools in need of substantial intervention and support". Schools that are not meeting expectations are the schools in need of substantial intervention and support.

Implementation and Evaluation

The Academic Development Institute document Evaluating and Improving the SEA System of Recognition, Accountability, and Support will guide the implementation and evaluation of the SSOS.

Structure and Oversight



Roles and Responsibilities

- . Wyoming State Board of Education (SBE) Provide general oversight of the Statewide System of Support (SSOS).
- SSOS Oversight Team Provide oversight for the SSOS. The oversight team includes WDE division directors, ESEA Title 1 director, AdvancED, University of Wyoming, Community Colleges, Districts, SBE and legislature.
- WDE SSOS Administrator Manage and serve as the primary spokesperson for the SSOS.
- WDE Accreditation and Support Section Write design document, maintain plans and operations manual, monitor implementation, administer accreditation, serve on accreditation teams, and serve as school evaluators.
- WDE District Liaisons Provide WDE services on a regional basis, assist with and monitor plans, serve on accreditation teams, serve as school evaluators.
- Accreditation School and district accreditation by AdvancED Quality Assurance Review (QAR) teams.
- WDE School Evaluators WDE staff, liaisons and contractors that provide on-site evaluations and needs assessment for high-need schools.
- Technical Assistance Center Coordinate school evaluations for high-need schools, and provide specific support for high-need schools through improvement organizations.
- WDE Services WDE employees provide technical assistance on an individual basis and/or through collaborative teams, serve as active participants in professional organizations, serve on accreditation teams, and serve as school evaluators.

Levels of Support

ALL SCHOOLS AND DISTRICTS

(Approximately 350 Schools and 48 Districts)

System Alignment through Support Framework

Accreditation

WDE Services

Sharing Effective Practices

Statewide Capacity Building

Support Schools

All schools receiving assistance based on state and federal statute, as well as school improvement grant recipient schools

The support for all schools and districts, and:

- · Needs assessment
- · Online and on-site monitoring of school improvement by WDE liaisons
- · Support specific to the need provided by WDE liaisons, support teams and individuals

High-Need Schools

The lowest performing schools in Wyoming. These are the schools designated as in need of substantial intervention and support. The schools in this category are Not Meeting Expectations under the Wyoming Accountability in Education Act.

The support for all schools and districts, and;

- The support for schools receiving assistance, and;
 - · On-site evaluation by school evaluation teams
 - · Specific site-based, ongoing support using an improvement organization

All Schools and Districts

System Alignment to the Support Framework

The support framework is summarized as follows and detailed in a separate document titled Wyoming Support Framework.

Curriculum

- Implementing a Standards-Aligned Curriculum
- Monitoring the Teaching of Standards
- Aligning the Curriculum

Instruction

- Improving the Quality of Instructional Practice
- Increasing Student Depth of Knowledge
- Using Instructional Technology (Computers) to Accelerate Learning
- Differentiating Instruction
- Providing Extra Time Opportunities
- Providing for the Needs of Gifted and Talented Students
- Providing for the Needs of Students with Disabilities
- Providing for the Needs of English Language Learners

Assessment

- Using Formative and Diagnostic Assessments
- Implementing and Maintaining the District Assessment System
- Participating in the State Assessment and Accountability System
- Analyzing Assessment Data
 Training Staff in the Use of Data
- Verifying Student Learning Using Data
- Monitoring and Communicating Information about Student Learning

Leadership

- Developing a Culture of Expectations
- Engaging Stakeholders in Support of the Mission
- Evaluating Teachers
- Implementing the School Instructional Process
- Monitoring Instructional Practice
- Increasing Teacher Engagement
- Effectively Utilizing Instructional Facilitators
- Providing Common Grading and Reporting Practices
- Recruiting and Retaining Qualified Staff
- Protecting Instructional Time

Planning

- · Focusing on Learning for all students
- Developing or Revising a Mission, Vision or Purpose Statement
- Committing to Shared Values and Beliefs
- Implementing an Instructional Leadership Team
- Analyzing Needs
- Writing Plans
- Meeting the Requirements of Accreditation

Professional Development

- · Implementing and Maintaining Staff Collaboration
- Engaging Staff in Mentoring, Coaching and Induction
- Increasing Staff Capacity through Professional Development

Student Engagement

- Preventing and Intervening with At-Risk Behavior
- Increasing Student Engagement
- Building Staff/Student Relationships

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Environment

- Maintaining a Safe and Orderly Environment
 Using a Range of Media and Information Resources (Library)
 Maintaining and Improving the Technology Infrastructure
 Providing Student Support Services (Food Service, Transportation, Health)
 Addressing the Academic and Career Counseling Needs of Students

Family Involvement

Involving Families in Meaningful Ways

District Support

- Evaluating Board Policies
 Improving Board Operations
 Providing Autonomy to Leadership
 Evaluating Leaders
 Allocating Time and Resources to Increase Achievement
 Meeting Financial Requirements
- Meeting State Data Reporting Requirements

WAEA requires the system of support to be administered as part of accreditation. The alignment of the requirements to the AdvancED standard and indicator is below:

Purpose and Direction	
Focusing on Learning for all students	1.1.1
Developing or Revising a Mission, Vision or Purpose Statement	1.1.2
Committing to Shared Values and Beliefs	1.2.1
Implementing an Instructional Leadership Team	1.3.1
Analyzing Needs	1.3.2
Writing Plans	1.3.3
Meeting the Requirements of Accreditation	1.3.4
Governance and Leadership	
Evaluating Board Policies	2.1.1
Improving Board Operations	2.2.1
Providing Autonomy to Leadership	2.3.1
Developing a Culture of Expectations	2.4.1
Engaging Stakeholders in Support of the Mission	2.5.1
Evaluating Leaders	2.6.1
Evaluating Teachers	2.6.2
Teaching and Assessing for Learning	
Implementing a Standards-Aligned Curriculum	3.1.1
Monitoring the Teaching of Standards	3.2.1
Aligning the Curriculum	3.2.2
Improving the Quality of Instructional Practice	3.3.1
Increasing Student Depth of Knowledge	3.3.2
Using Instructional Technology (Computers) to Accelerate Learning	3.3.3
Implementing the School Instructional Process	3.4.1
Monitoring Instructional Practice	3.4.2
Increasing Teacher Engagement	3.4.3
Increasing Student Engagement	3.4.4
Implementing and Maintaining Staff Collaboration	3.5.1
Using Formative and Diagnostic Assessments	3.6.2
Engaging Staff in Mentoring, Coaching and Induction	3.7.1
Effectively Utilizing Instructional Facilitators	3.7.2
Involving Families in Meaningful Ways	3.8.1
Building Staff/Student Relationships	3.9.1
Providing Common Grading and Reporting Practices	3.10.1
Increasing Staff Capacity through Professional Development	3.11.1
Differentiating Instruction	3.12.1
Providing Extra Time Opportunities	3.12.3
Preventing and Intervening with At-Risk Behavior	3.12.4

5.3.1

5.4.1

5.5.1

Design Document and Implementation Plan Providing for the Needs of Gifted and Talented Students 3.12.5 Providing for the Needs of Students with Disabilities 3.12.6 Providing for the Needs of English Language Learners 3.12.7 Resources and Support Systems 4.1.1 Recruiting and Retaining Qualified Staff Protecting Instructional Time 4.2.1 Allocating Time and Resources to Increase Achievement 4.2.2 Meeting Financial Requirements 4.2.3 Maintaining a Safe and Orderly Environment 4.3.1 Using a Range of Media and Information Resources (Library) 4.4.1 Maintaining and Improving the Technology Infrastructure 4.5.1 Providing Student Support Services (Food Service, Transportation, Health) 4.6.1 Addressing the Academic and Career Counseling Needs of Students 4.7.1 Using Results for Continuous Improvement Implementing and Maintaining the District Assessment System 5.1.1 Participating in the State Assessment and Accountability System Analyzing Assessment Data 5.2.1

Accreditation

Training Staff in the Use of Data

Verifying Student Learning Using Data

Meeting State Data Reporting Requirements

Monitoring and Communicating Information about Student Learning

The State Board of Education (SBE) and the WDE maintain an ongoing relationship with AdvancED to provide accreditation for Wyoming districts. AdvancED accreditation benefits Wyoming districts by providing an external quality review. The accreditation indicators are closely aligned to Wyoming and federal statute. AdvancED accreditation provides external verification that Wyoming districts and schools are meeting multiple statutory requirements.

The WDE believes the AdvancED standards and indicators are inclusive of the factors necessary to increase achievement. However, AdvancED district accreditation alone is insufficient to improve individual schools unless the accreditation indicators are implemented in a sustained, ongoing manner. Whether the accreditation teams have enough time and expertise to evaluate individual schools to the extent necessary to determine the cause of low student performance is a consideration.

In a paper titled <u>On Her Majesty's School Inspection Service</u>, Craig D. Jerald discusses this limitation of accreditation:

Some states require or encourage schools to become accredited by one of the five regional associations, several of which date back to the 1880s. To become accredited a school must host a team of visiting educators who spend several days reviewing records and facilities, meeting with teachers and administrations and observing classrooms. However, unlike England's professional inspectors, accreditation team members are volunteers who receive only minimal training, if any, and do not participate in enough visits to build solid expertise in evaluating schools. (Jerald)

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To address this limitation, annual evaluations for high-need schools are suggested.

WDE Services

WDE employees routinely provide technical assistance and service to education stakeholders specific to the program they manage. This support typically includes on-site visits and professional development related to the specific program, as well as answering telephone calls and emails.

Employees within the WDE are typically referenced by the funding stream and/or the general job duties that pertain to the position (i.e., Grant Manager). However, the employee's daily job responsibilities include skills that cross divisions within the agency. In addition, the employee may have individual expertise and interests they bring to the position. These skills are often closely aligned to the needs of schools and districts.

By surveying employees, the WDE will be able to bring together everyone in the agency with expertise pertaining to a particular service for ongoing collaboration around the needs of schools and districts.

For example, everyone in the WDE tasked with professional development could meet regularly to determine the best approach to adult learning and the common agency approach to professional development. Consequently the quality and consistency of WDE professional development would increase as would the individual employee's capacity for providing professional development.

A benefit of this approach is that it will increase the agency cohesiveness and capacity, in that there is frequent and regular communication around specific topics.

WDE agency-wide service capacity could be evaluated by accrediting the WDE using the AdvancED Standards for Quality Education Service Agencies (ESA) on a five year cycle.

Sharing Effective Practices

Sharing of effective practices will be through a communication plan based on the Wyoming Support Framework.

Schools that are exceeding expectations under WAEA are required to share effective practices. Other schools are encouraged to share effective practices. WAEA exceeding expectations schools will post effective practices on their school web site annually through their school leadership plan. The WDE will facilitate sharing of effective practices. This sharing will be through regional collaborative meetings and statewide conferences.

Statewide Capacity Building

The Wyoming Comprehensive Accountability Framework: Phase I provides an approach to capacity building that has proven successful in Wyoming:

One approach, that could be done regionally or at the state level, would involve creating networks of schools and districts interested in working on a particular issue or challenge. The Body of Evidence (BOE) Activities Consortium serves as one stellar example of a network of districts that came together to produce an important set of products, but more importantly, to increase the learning of the participants by doing the work! (Marion, 2012)

Teachers, leaders and WDE staff that were involved in this project or teaching in the state at the time recognize the effectiveness of this approach to developing educator capacity. This collaborative approach will be the type of support provided relative to the support framework, with emphasis on the themes from the ad-hoc committee.

School Improvement Conference

The conference has a 20-year history of providing Wyoming educators with practical applications of best practices in the classroom. Presentations focus on improving student learning in all content areas, closing the achievement gap in student subgroups, and implementing cross-curricular improvement efforts.

The School Improvement Conference reaches over 1500 Wyoming educators every year. It is a venue for coming together to share knowledge and experience, scheduling meetings of various education groups, and keeping people abreast of practices from outside Wyoming that impact education.

The conference is conducted twice a year, once in the fall and once in the spring. Both conferences will be used to showcase effective practices. Effective practices will be presented by educators, WDE staff and external experts.

Professional Organizations

Professional organizations are a source of extensive capacity building and networking in Wyoming, These organizations provide opportunities for educators to share effective practices and collaborate with other professionals in their grade-level, subject area or position. Opportunities exist for professional collaboration among teachers of the same grade level and within subject areas in larger districts. However, teachers in rural communities are often the only teacher for a grade level or for a specific subject. Their main opportunity for peer-to-peer interaction is through professional organizations.

WDE staff members will serve as active participants in professional organizations. Meetings of these professional organizations provide another opportunity to showcase effective practices and share content-specific knowledge and skills to improve the Wyoming education system. Improving and enhancing the role of professional organizations is an important statewide improvement priority.

Support Schools

Needs Assessment

All schools receiving assistance will conduct a self-assessment of their needs based on the 10 categories from the framework. The school leadership team (school improvement team) and the liaison will work together to determine the best approach to address the needs.

Online Tracking and Coaching

The requirements from the support framework will be aligned to Indistar®. In addition, the suggestions from the ad-hoc committee will be converted to indicators within Indistar. For example,



School learning climate as social capital - School leadership builds on a climate of support and respect to challenge school staff to make deeper changes in their own practice and broader connections to students and the school community that support increased student achievement for all students. A (2198)

For requirements or capacity suggestions that are not currently included in Indistar, WDE staff will work with representatives from the Center on Innovations and Learning (CIL), a USDE Content Center, to develop appropriate indicators. By the start of the 2013-14 school year, the support framework will be simplified and reduced to one single set of indicators that meet multiple requirements and provide a solid foundation for school improvement.

Indistar.org describes its school improvement methodology as follows:

"Indistar is a web-based tool that guides a school team in charting its improvement and managing the improvement process... The system is tailored for the purposes of each state. Indistar is premised on the firm belief that school improvement is best accomplished when directed by the people closest to the students. While the State provides a framework for the process, each school team applies its own ingenuity to achieve the desired results.

Indistar enables evaluators (liaisons or coaches) to assist the teams with coaching comments about the team's ongoing work, with dialogue from the teams."

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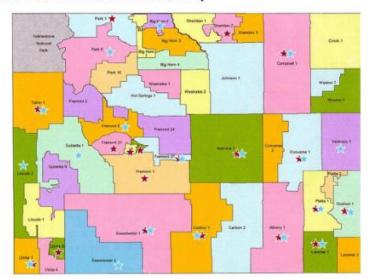
Support by Liaisons

Liaisons or coaches will be assigned by region. Liaisons may be hired by the WDE, districts or a combination of both. The liaisons will facilitate and maintain communications between the school districts and the WDE. The liaisons will routinely visit all district superintendents and schools receiving assistance in their region. One or two coaches may be hired with federal funds to support schools implementing federal school turnaround models to ensure compliance with Title 1 requirements.

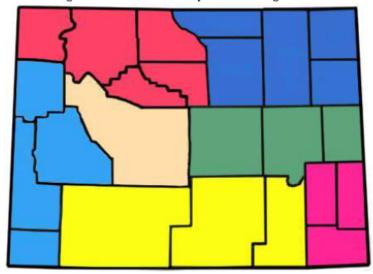
The liaisons will provide technical assistance related to the 10 support categories and the Wyoming requirements as well as the characteristics of effectiveness. The liaisons will arrange for WDE services to districts and schools on an as needed basis. The liaisons will coordinate regional collaborative trainings and support for improvement. The liaisons will assist schools in showcasing effective practices.

District liaisons will serve on AdvancED accreditation teams. The liaisons will serve as monitors for the schools receiving support within their region. The liaisons will assist the school evaluators in making appropriate contacts and scheduling school evaluation visits in their region.

The location of the districts with schools that are currently in improvement under ESEA is below. Red stars are districts with ESEA Title 1 schools in improvement and blue stars are districts with non-title 1 schools in improvement. The districts with WAEA schools receiving assistance will be added when available. (Please note that this shows the districts and not the number of schools within the district)



There will be seven regional liaisons. The anticipated seven regions are as follows:



High-Need Schools

School Evaluations

As discussed in the Online Tracking and Coaching section, the school improvement teams in all schools receiving assistance will document how they are addressing the Wyoming requirements. The liaisons will provide written feedback on the schools improvement process and assist schools with improvement support and resources.

Support teams led by WDE trained school evaluators will visit high-need schools annually to observe and provide specific, written feedback.

By aligning the improvement priorities with the Wyoming Support Framework, WDE evaluators will be able to appraise school factors limiting student achievement without substantially increasing the requirements for schools or districts.

The evaluators will consist of WDE staff, district personnel, educators from other districts, liaisons evaluating schools outside their region and, as necessary, hired contractors. The liaisons and other federal and state staff related to school improvement will meet regularly to increase knowledge and skills. The book The High Performing School (Dunsworth, 2009) provides evaluation criteria and rubrics that will be used by the evaluators.

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Support by External Providers

In addition to the liaisons and the school evaluation teams, intensive support for high-need schools will be provided through contracted experts.

There has been discussion around the prospect of creating a technical assistance center separate from the WDE, primarily because the WDE operates in such a political environment that long-term stability of such a support center is unlikely. Given the changes in the governance structure of the WDE, the technical assistance center could operate as a section within the WDE, if appropriately staffed. This section would work closely with, but be separate from the accreditation and support section.

Whether the WDE is the appropriate agency to receive district funds to hire school improvement companies is a consideration. It may be preferable for the Technical Assistance Center to operate as non-profit organization. There may be other approaches that should be considered.

Under this proposal, the technical assistance center would maintain a list of approved external providers to offer capacity building to high-need schools based on the results of the school evaluations. In most cases, the external providers are school improvement organizations. These providers typically operate as for-profit or non-profit corporations. There are cases where the appropriate external provider may be another state agency or an individual provider.

Wyoming School Leadership Plan

The various plan requirements will be combined into a single plan called a school leadership plan. The plan will have four parts for which completion requirements will depend on the school performance level and other factors.

Part A - Improvement Plan

The school improvement plan requirements from WAEA are specific to the content and indicator scores (student performance targets) determined by the accountability system.

Elimination of Plan Duplication

The plan for AdvancED accreditation meets the improvement requirements for accreditation, federal statute and for the WAEA. This plan can be developed using the plan builder in the AdvancED ASSIST program. The plan can also be developed following the WDE Wyoming School Leadership Plan format and uploaded through the AdvancED Assurances section of the ASSIST web site.

The WDE Wyoming School Leadership Plan will serve multiple purposes. The same plan can be used for improvement, resourcing, communication, ESEA Title 1, professional development and accreditation by completing the sections that apply to the school. The liaisons will assist schools in determining their plan requirements and with writing plans.

Schools that are not meeting, partially meeting or meeting expectations under WAEA must complete Part A - Improvement Plan. Exceeding expectations schools must still complete Part A every five years for accreditation. If the WDE plan approach is used, the improvement plan should not exceed four pages. The improvement plan can be formatted as desired as long as it includes required plan components. The WDE template is based on the plan from Tennessee at http://www.tn.gov/education/accountability/siptrans.shtml.

Some Wyoming school leaders wish to create a one page plan that can be displayed in classrooms. That approach is acceptable and is encouraged by the WDE. AdvancED has agreed to accept a WDE plan in lieu of the plans developed with ASSIST for accreditation.

Internet Access

School improvement plans must be made available through internet access. School improvement plans will be posted to the school web site annually by Nov. 1 and uploaded through ASSIST.

Part B - ESEA Title 1 Plan

ESEA Title I schools must complete Part B. The requirements of the Title 1 Plan are determined based on whether the school is a schoowide program or a targeted assistance program. If the Title 1 requirements are included in the improvement plan, they do not need to be repeated.

Schoolwide Program

Title I, Section 1114(b)(1)(A, B, C, D)

- 1. Needs assessment of entire school and subgroups*
- 2. Schoolwide reform strategies to improve achievement in the lowest achieving students.
- 3. How timely assistance will be given to struggling students.
- 4. Instruction by highly qualified staff.
- 5. Strategies to attract high quality/effective teachers to high need schools.
- 6. High quality and ongoing professional development.
- 7. Strategy to increase effective parental involvement.
- 8. Describe how federal, state, and local programs are coordinated.
- 9. Plans for transitioning preschool students, if applicable.
- 10. How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction.

*Subgroups are defined in ESEA/NCLB as All students, African American, Asian, Hawaiian/Pacific Islander, Hispanic, Native American/Alaskan, White, SWD, LEP, ED, Migrant, Female, and Male.

Targeted Assistance Program

Title I, Section 1115(c)

- 1. Plan for identified students.
- 2. Resources for identified students.
- 3. Instructional strategies give primary consideration to providing extended learning time, accelerated, high quality curriculum, minimize pull-out.
- 4. Coordination with regular education program, counseling, career awareness, transition services, etc.
- 5. Instruction by highly qualified staff.
- 6. Provide professional development to administrators, teachers, and other school staff who work with participating students.
- 7. Strategies to increase parental involvement.
- 8. How you will know the programs for identified students are being implemented effectively.

Part C - Communication Plan

Communication of effective practices can be submitted in any form of media and a link provided in the written document. The Wyoming Support Framework will provide the categories for the communications plan. Schools will offer examples and articulate how they address some or all of the following areas:

- 1. Curriculum
- 2. Instruction
- 3. Assessment
- 4. Leadership
- 5. Planning
- 6. Professional Development
- 7. Student Engagement
- 8. Environment
- 9. Family and Community
- 10. District Support

Part D - Resourcing Plan

The work of Dr. John Hattie, director of the Melbourne Research Center at the University of Melbourne, Australia, indicates that almost anything will increase student achievement and very few practices negatively impact student achievement. The question is not what works, but how well it works.

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According to Hattie, "doing more average things won't lead to above average achievement... greater than average achievement is a lot harder than simply making gains." Wyoming schools are average to above average by most comparisons. Wyoming schools must be doing many things well. However, if Wyoming is to see statewide improvement, decisions at all levels must be made on the basis of accurate data and research.

If Wyoming is to reach the goals of the Wyoming Accountability in Education Act (WAEA), schools and districts must focus on doing what works best in education.

According to the 2002-2007 U.S. Department of Education Strategic Plan - Goal 4:

Unlike medicine, agriculture and industrial production, the field of education operates largely on the basis of ideology and professional consensus. As such, it is subject to fads and is incapable of the cumulative progress that follows from the application of the scientific method and from the systematic collection and use of objective information in policy making. We will change education to make it an evidence-based field. (USDE, U.S. Department of Education Strategic Plan)

The results of 15 years of study and over 800 meta-analyses of research are included in Hattie's book Visible Learning. Hattie uses a measure called effect size (ES).

The average for all research is 0.40. To have above average achievement, the school and teachers must consistently implement strategies aligned to research with an effect size above 0.40.

The 0.40 effect size should be used as a starting point for discussion and not an absolute cut point. All positive influences lead to increased achievement. Unless the lower effect size practices are expensive, difficult to implement, or cut into teaching time, there is no reason to discontinue them. The WDE has developed a resourcing plan and summaries for each of the influences on achievement for use by schools.

Hattie's influences on student achievement will form the foundation for resource reallocation. School expenditures on professional development and other expenditures on activities with an effect size of less than 0.40 will be suggested for reallocation to influences with a greater effect size. Liaisons will provide assistance with resourcing plans.

WDE Representatives

According to ADI, the U.S. Department of Education (USDE) defines representatives as:

- · Distinguished educators, leaders and teachers to consult and coach in districts and schools receiving assistance (liaisons or coaches)
- School support teams to review improvement plans and recommend appropriate services to address deficiencies (school evaluators)

· Partner organizations and consultants to extend the reach of support beyond the state agency's own personnel. (External providers)

Representative Expertise

Liaisons or Coaches - teaching experience, expertise in school improvement

School Evaluators - teaching experience, expertise in school improvement

External Providers - partner organizations to provide support to low-performing schools through on-site implementation of proven strategies

Training and Support for Representatives

The WDE has access to training and research through the USDE Regional Education Laboratory REL Central from Denver which consists of Marzano Research Laboratory, RMC Research Corporation (RMC) and Augenblick, Palaich, and Associates, Inc. In addition, the Mid-Continent Research and Education Laboratory (MCREL) is the Comprehensive Center for Wyoming. The credibility, combined research and school improvement capacity of these partners is well proven and substantial. The national content centers provide valuable training and support expertise as well.

The training and support for representatives will consist of ongoing monthly meetings and trainings conducted internally by the WDE. The monthly meetings will include representatives from across the WDE that provide support services detailed in the Wyoming Support Framework. The external providers may be a source of training for WDE staff, liaisons and school evaluators.

Consequences

Districts are accountable for schools in need of substantial intervention and support (SIS) through district accreditation. The performance level of the lowest performing school could be the district score used in the accreditation formula for Wyoming. Wyoming districts will have the opportunity to appeal the decision to the Wyoming State Board of Education in some circumstances. These circumstances are when the district has reason to believe the data for the school is unreliable, or when other mitigating circumstances exist.

AdvancED uses student performance in their accreditation score, along with stakeholder surveys and the results of the Quality Assurance Review. The WDE adds to the AdvancED score with the consideration of statutory assurances. The school performance level will be considered similarly to statutory assurances as a component of the overall accreditation score. The weighting of school performance levels in accreditation score has not been determined.

Federal Elementary and Secondary Education Act (ESEA) Consequences

Chapter 6, Section 10 of the Wyoming State Board of Education rules and regulations defines the consequences for schools for failure to make Adequate Yearly Progress (AYP) under ESEA.

Schools failing to make AYP may incur the following consequences dependent on the number of years the school fails to make AYP - increased plan requirements, written notice to parents, targeted technical assistance, requirement to use 10% of federal funds for professional development, students offered opportunity to transfer, required to provide additional tutoring and support, required summer school and remediation, place an expert in the school; extend learning time; institute a new curriculum; decrease school management authority; restructure the school's internal organization and replace appropriate staff.

The extent to which federal consequences will still apply if Wyoming receives the ESEA flexibility waiver is yet to be determined. Some of these consequences may be appropriate if they are not already in place as federal consequences.

Evaluation of SSOS

WDE Service Evaluation

The suggestion is for the WDE to be accredited as an Education Service Agency by AdvancED.

Statewide System of Support Evaluation

The specifics of the statewide system of support are evaluated on the basis of the criteria from ADI. The evaluation framework is titled Evaluating and Improving the State Education Agency (SEA) Differentiated System of Recognition, Accountability, and Support.

External Evaluation

An external evaluation is conducted annually by the USDE regional comprehensive center on the basis of the ADI criteria.

Directors Report to State Board of Education

The results of the assessment of the AdvancED Standards of Quality for Education Service Agencies, an SSOS self-assessment based on ADI Evaluation and the USDE regional comprehensive center assessment are reported to the State Board of Education as major components of the annual director's report on the Statewide System of Support required by W.S. 21-2-204(f)(vii).

The second component of the director's report will be based on measurable gains in student performance as measured by the content and indicator scores statewide.

Stakeholder Engagement

The ADI evaluation requires the WDE to engage stakeholders to solicit input on the development and improvement of the SSOS. The evaluation requests written evidence documenting:

- Initial input of key stakeholders in developing and improving the SSOS.
- The process for stakeholder input in considering modifications to the SSOS.
- The process in place to obtain continuous feedback from key stakeholders in the development, improvement, and delivery of the SSOS.

Opportunities for stakeholder input will be provided in 2013 through at least five educational summits. The statute says:

Prior to submission of the report by the state board under subsection (b) of this section, the state board through the department of education, shall conduct no less than five (5) educational summits to receive input and feedback on the Wyoming Accountability in Education Act, including the proposed statewide school performance model and the statewide system of supports developed pursuant to this section. The summits shall be publically noticed and all Wyoming school districts shall be invited to attend and participate in these discussions. The state board shall create and distribute the format and requirements for the educational summits.

Stakeholder input was provided into the statewide system of support in 2012. The initial document was written with substantial oversight and input by the state superintendent, and the superintendent's administrative team. The document titled Literacy and Numeracy Focus - Research Based Practice reflected the administration's focus on literacy and other educational priorities of the WDE leadership.

The advisory committee and the ad-hoc committee on capacity building met throughout the spring, summer and fall of 2012. The work of the advisory committee influenced the WDE document to a limited extent.

The WDE document was shared with the Legislative Service Office liaisons, district superintendents, members of the advisory committee, educators at WDE summer camp, the Ad-hoc committee and officially submitted to the SBE in October, 2012. The SBE moved to forward it without recommendation that it be passed by the Select Education Committee.

The WDE document was presented at stakeholder meetings in Cheyenne, Newcastle, Rock Springs, Casper, Gillette, and Cody. Several revisions to the WDE document were suggested by stakeholders at these meetings.

Some of the changes suggested by the ad-hoc committee were incorporated into the document presented to the Select Education Committee in November, 2012.

The legislative liaison report submitted during the same meeting in November was critical of the WDE document and incorporated the Advisory Committee recommendations into the report. In addition, the Legislative consultant report also incorporated the recommendations of the advisory committee.

In summary, the stakeholders found the WDE document incomplete, but were supportive of some aspects of its content. These components of the initial document are included.

The Design Document and Implementation Plan was re-written in 2013 by WDE staff. It includes input from the ad-hoc committee to the advisory committee, educators, administrators, legislators, legislative liaisons, legislative consultants and the State Board of Education and addresses the deficiencies of the initial report.

Modifications to the Design Document and Implementation Plan

Stakeholders can suggest modifications in writing and/or through the "education summits" to be conducted by the WDE in 2013.

Implementation Plan and Timelines

Implementation will follow the evaluation rubric from ADI. The evaluation rubric provides detail as to what appropriate implementation looks like. Briefly, each stage of implementation includes three steps:

- 1. Write, or locate the WDE policy or process
- 2. Implement and maintain the policy or process
- 3. Evaluate the effectiveness of the policy or process and the implementation

Implementation will be conducted on the timeline approved by the SSOS Oversight Team.

The criteria are:

1. SSOS Design and Differentiation

- 1.1 Designing and organizing the SSOS
- 1.2 Engaging stakeholders input into the development and improvement of the SSOS
- 1.3 Managing the SSOS
- 1.4 Staffing the SSOS
- 1.5 Integrating the SSOS within the WDE
- 1.6 Differentiating support to districts and schools
- 1.7 Improvement planning and implementation process for districts and schools
- 1.8 Providing differentiated services and resources to support district and school improvement

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1.9 Intervening in districts and schools that repeatedly do not meet targets for student achievement and graduation rates

2. Supports and interventions for all students and subgroups

- 2.1 Helping schools and districts better serve students with disabilities
- 2.2 Coordinating services for students with disabilities across WDE departments and programs to maximize service and reduce duplication
- 2.3 Helping schools and districts better serve English language learners
- 2.4 Coordinating services for English learners across WDE departments and programs to maximize service and reduce duplication

3. SSOS evaluation design

- 3.1 Documenting district/school activities provided through SSOS
- 3.2 Evaluating the SSOS
- 3.3 Evaluating the WDE's assessment program

4. District and school staff needs

- 4.1 Enhancing the supply of teachers and leadership personnel skilled in school improvement strategies
- 4.3 Recruiting and retaining well-qualified and effective teachers
- 4.4 Recruiting and retaining effective district and school leadership personnel
- 4.5 Engaging Institutions of Higher Education (IHEs) to better prepare new teachers and leadership personnel
- 4.6 Providing guidelines for the evaluation of teachers and principals

5. Funding of improvement efforts

- 5.1 Coordinating state and federal funding streams and programs
- 5.2 Assisting districts in assessing their financial resources to fund improvement efforts

6. Data analysis and use

- 6.1 Providing a comprehensive WDE data system
- 6.2 Using assessment data

7. Support Teams and Improvement Consultants

- 7.1 Matching districts/schools with support teams and improvement consultants
- 7.2 Training, supervising, and evaluating support teams and district/school improvement consultants

8. External partners and providers

- 8.1 Managing and coordinating organizational partners
- 8.2 Providing guidance for tutoring and extended-learning time

9. Removal of barriers to change and innovation

- 9.1 Removing barriers to change
- 9.2 Creating options for new types of schools, including charter schools
- 9.3 Expanding access to college level courses or their prerequisites, dual enrollment courses, or other accelerated learning opportunities implemented

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10. Incentives for change

- 10.1 Setting consequences for low student achievement and low graduation rates
- 10.2 Providing positive incentives for improvement
- 10.3 Publicly disclosing district and school performance

11. SSOS Communications

- 11.1 Communicating with clear and systematic communication paths within the SSOS
- 11.2 Implementing clear and systematic communication paths between the WDE/SSOS and districts/schools as well as significant others

12. Technical assistance

- 12.1 Delivering training to districts and schools in school improvement planning, implementation, and monitoring
- 12.2 Providing technical assistance to improve professional practice
- 12.3 Building parent involvement into school improvement
- 12.4 Evaluating external providers
- 12.5 Implementing content standards that prepare students to take credit-bearing courses at post-secondary institutions and for a career

13. Dissemination of knowledge

- 13.1 Disseminating knowledge and/or research-based practices
- 13.2 Producing products and resources to help districts and schools improve

14. Monitoring, program audits, and diagnostic site reviews

- 14.1 Conducting state monitoring, program audits, and diagnostic site reviews
- 14.2 Documenting the status of districts/schools
- 14.3 Monitoring the progress of individual districts/ schools

15. Establishing student achievement performance targets

- 15.1 Addressing subgroup achievement gaps
- 15.2 Establishing student attendance performance targets
- 15.3 Establishing graduation rate performance targets

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